

STATUS OF WOMEN
THROUGH CURRICULUM

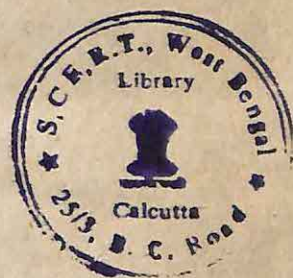
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Status of Women Through Curriculum

ELEMENTARY TEACHER'S HANDBOOK



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

NCERT has recently set up a Unit concerned with the problems of women's education in India. But prior to this, some work was done in the area of values concerned with the differential status of women in India. As a result of some of the deliberations in the conferences held in this matter, some values were identified, which will lead to an equality of women in our society. In the ten year school curriculum, NCERT had already emphasised the need for a common curriculum for all, including girls, so that women have an equal opportunity later on in matters of education. A change in the existing values of society, leading to an improvement in the status of women, is not very easy to bring about. But a beginning can be made, as has been attempted in this volume, by way of identifying the values which should be expressed through the teaching of languages, social sciences, biological sciences and mathematics textbooks and other instructional material used in our educational system at the school stage.

I appreciate the services of the resource persons from the Department of Education in Science and Mathematics and Department of Education in Social Sciences and Humanities in helping the Women Education Unit to bring this work up to the level of its present status. We are also obliged to subject experts and teachers who participated in various group meetings and contributed to the development of this material. I particularly appreciate the contributions of Dr Sarojini Bisaria and other members of the project team. Smt. Janak Duggal has edited this volume and her work is specifically commendable for taking up this venture and developing the material in such a short period.

Our efforts will be rewarded, if teachers and others react to this material and make constructive suggestions for further improvement.

New Delhi
March 1981

SHIB K. MITRA
Director
National Council of
Educational Research and Training

Introduction

THE TEN-YEAR SCHOOL caters for general education. This general education is 'environmental studies' at the primary stage, and, then, it grows into a system for developing a wholistic approach to knowledge, relevant to the understanding of society and cultivation of scientific attitude. For 'Education and Development' the Education Commission Report provides for 'no differentiation of the Curricula', and the entire content is spelt out in relevance to both boys and girls undergoing the process, till Class 10.

In this context, even at the formative stage of the curricula for the ten-year school, it was thought cogent to identify values commensurate with the status of women, and reflect the same through the textbooks and supplementary readers. This was taken care of by the National Seminar held in the year 1975. The outcome of the same became a public document and the textbook writers in all disciplines took note of the same.

Considering the limitations of textbooks and supplementary reading materials, and the importance of human intervention of the teacher, it was thought necessary to develop a teacher's handbook. This handbook is to take note of the identified values on the one hand and the disciplinary objectives on the other. In each area, the projection of the values for cultivating cogent attitudes in both the sexes has to be level-based for pupils and explicable through various teaching methods.

The entire gamut of social sciences, natural, physical and biological sciences and mathematics and, above all, languages has been put to such an exercise. A series of workshops and discussion groups were organised, wherein curriculum-framers, subject experts, teacher educators, teachers, educational administrators and textbook writers were involved at different stages for the preparation of this Teacher's Handbook.

The Handbook includes projection designs in Languages (Hindi, English, Sanskrit and Urdu), Social Sciences (Geography, Civics and History), Mathematics and Sciences for teachers at the elementary stage. The Handbook is meant for the teachers to exercise their ingenuity in helping children interpret social facts from the point of view of cultivating scientific temper which alone is conducive to the status of women in the society. The Handbook may also provide guidelines to the teachers in forming proper attitude in children at quite early stages of their life, through the teaching of these subjects.

The material thus produced is being circulated for try-out and feed-back. Suggestions for improvement of the same, received well in time, shall be most welcome so that they are incorporated in the subsequent version of the Handbook.

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Project Team

DR SAROJINI BISARIA, *Head*

KM. INDIRA KULSHRESHTHA

SMT. JANAK DUGGAL

KM. PRABHA PURI

DR SURJA KUMARI

PROJECTION DESIGNS

I. Languages

PROJECTION DESIGNS

1874

हिन्दी

प्रस्तावना

भाषा मनुष्य के भावों एवं विचारों को अभिव्यक्त करने का स्थायी और सशक्त माध्यम है। भाषा ही वह साधन है जिसके द्वारा मनुष्य एक दूसरे के साथ अनुभवों का विनिमय करता है। भाषा की स्थायी निधि साहित्य है। साहित्य में विविध विधायें हैं, जिनके द्वारा मनुष्य के भावों और विचारों को एक जीवंत स्वरूप प्रदान कर, सरलता एवं बोधगम्यता के साथ ग्राह्य रूप में प्रस्तुत किया जा सकता है।

शिक्षा में महिलाओं का प्रतिशत बहुत कम है इसलिए वे अनेक प्रकार के अंधविश्वासों, रूढ़ियों तथा हीनता की भावना से ग्रस्त हैं। प्रचलित जीवन मूल्यों में नारी को अबला के रूप में भी दर्शाया गया है। हिन्दी भाषा और साहित्य के द्वारा उपरोक्त समस्याओं का निराकरण किया जा सकता है।

भाषा का अध्यापन कक्षा के स्तर के हिसाब से किया जाय तथा उसी के माध्यम से नारी के स्तर को उठाने की संवेदना बालक बालिकाओं के किशोर मन में जागृत की जाय।

वस्तुतः भाषा समस्त ज्ञानार्जन की आधारशिला है अतएव महिला के स्तर के उन्नयन व उनकी शैक्षणिक प्रगति के लिए हिन्दी भाषा के रूप में एक सशक्त साधन है। हिन्दी शिक्षण के माध्यम से बालक बालिकाओं के स्तर में समानता, पारस्परिक सहयोग की भावना, आत्मनिर्भरता, आत्मविश्वास, स्वाभिमान की भावना की जागृति साहित्य की विविध विधाओं के माध्यम से की जा सकती है।

सुझाव एवं लक्ष्य

कहानी, आत्मकथा, निबंध, लघुनाटिकाएं, एकांकी, सम्वादात्मक लेख, पत्र एवं कविता आदि विधाओं के माध्यम से महिलाओं की स्थिति को उन्नत करने वाले साहित्य को लिखा जाय और उन्हीं का समावेश पाठ्यपुस्तकों में किया जाय। ऐसे पाठों को निकाल दिया जाय, जिनमें अंध विश्वासों और रूढ़ियों के प्रति आस्था व्यक्त की गई हो या जिनमें नारी की हीन भावना प्रदर्शित की गई हो। प्रचलित पाठ्य पुस्तकों में उन संदर्भों का समावेश भी कर देना चाहिए जिनसे सहयोग, समानता और आत्म विश्वास के भाव जागृत हों। सामाजिक जीवन में नारी की भूमिका को स्पष्ट महत्व दिखाने के लिए विभिन्न क्षेत्रों, घर, समाज, परिवार तथा देश-विदेश की महिलाओं के क्रिया-कलापों का समावेश किया जाय। जीवन के विविध क्षेत्रों से उन

महिलाओं को प्रकाश में लाया जाय जिनके सेवा, त्याग, बलिदान शौर्य आदि से समाज, देश और मानवता का मस्तक ऊँचा हुआ है। यदि ऐसी महिलाओं के उदात्त जीवन के पाठ उपलब्ध नहीं हैं तो अध्यापक एवं अध्यापिकाओं को प्रोत्साहित कर लिखवाना चाहिए।

हिन्दी की लेखिकाओं, कवयित्रियों के साहित्यिक योगदान को स्पष्ट उल्लेख किया जाना चाहिए। इसी प्रकार महिला खिलाड़ियों सांस्कृतिक क्रिया कलापों में योग देने वाली समाज सेविकाओं, विज्ञा और अन्वेषण कार्य में योग देने वाली, राजनीति के क्षेत्र में अपने प्रखर मेधा का परिचय देने वाली, देशभक्त, स्वतन्त्रता सेनानी वीरांगनाओं के उज्ज्वल चरित्र तथा देश भक्तों को प्रेरणा देने वाली सद् जीवन व्यतीत करने वाली ग्रामीण महिलाओं के जीवन चरित्र और कथाओं को विशेष रूप से प्रकाश में लाया जाय जिनसे बालिकाओं को नारी के अद्भुत गुणों का साक्षात्कार हो जाय और भी उनसे प्रेरणा ग्रहण कर अपने को सबल-सक्षम अनुभव करें।

कामकाजी महिलाओं के दायित्वों से भी परिचित कराकर यदुक्त बताया जाय कि इनके प्रति बालक और बालिकाओं का क्या कर्तव्य है तथा वे किस प्रकार इनके कार्यों में सहयोग दे सकते हैं।

प्रार्थना सभा से लेकर कक्षा शिक्षण तक ही नहीं अपितु बाल मेले, पर्वों, उत्सवों, पाठ्य सहगामी क्रियाकलापों, समान पर्यटनादि में भी बालिकाओं को बालकों के समान ही समान सुविधा और अवसर प्रदान करना चाहिए। अब इसके लिए आवश्यक है कि कक्षा 1 से 10 तक बालक बालिकाओं का अध्यापन सहशिक्षा के रूप में किया जाय जहाँ सहशिक्षा की व्यवस्था नहीं है वहाँ बालक बालिकाओं के अध्यापकों को मिल जुलकर ऐसे कार्यक्रम बनाने चाहिए जिनमें बालक बालिकाएँ समान रूप से भाग ले सकें। बाल विभाजन में लिंग भेद को ध्यान में न रखा जाय बल्कि छात्र/छात्राओं की मानसिक शारीरिक क्षमता योग्यता व रुचि को ध्यान में रखा जाय। पाठ्य पुस्तकों में ऐसे अभिनयात्मक नाट्य पाठ रखे जायें जो रंगमंच पर बालक बालिकाओं द्वारा संयुक्त रूप में अभिनीत हों। इस प्रकार के पाठ्य नाटकों में बालक बालिकाओं को पारस्परिक कार्य और सहयोग का अवसर मिलेगा जिससे लड़कियों में व्याप्त भीरुता, लज्जा, संकोच, हिचकिचाहट की भावना समाप्त हो जाएगी। उनमें एक दूसरे के कार्य भार वहन करने की गरिमा का अनुभव होगा।

हिन्दी की पाठ्यपुस्तकों में जिन महिलाओं के पाठ सम्मिलित किये जायें क्रम से उन नामों की सूची बना ली जाय ताकि विषयवस्तु और

गोपक की पुनरावृत्ति न हो तथा कक्षास्तर के अनुकूल विधा का भी चुनाव कर लेना चाहिए। उदाहरण के लिए सूची इस प्रकार है :

1. पौराणिक महिलाएँ — शकुन्तला, देवकी, यशोदा, उत्तरा, अहिल्या ।
2. ऐतिहासिक — जीजाबाई, संघमित्रा, यशोधरा, रजिया बेगम, जहाँआरा, रोशनआरा ।
3. भक्ति और आध्यात्मिक क्षेत्र — अहिल्या बाई, मीराबाई ।
4. वैज्ञानिक और अन्वेषक — मैडम क्यूरी ।
5. महापुरुषों की निर्मात्री — पुतलीबाई, जीजाबाई ।
6. संगीतज्ञ और कलाकार — लता मंगेशकर, मृगनयनी ।
7. समाज सेविकाएँ — कस्तूरबा, कर्वे ।
8. प्रशासन में संलग्न महिलाओं का वर्णन ।
9. राजनीतिक — अरुणा आसफअली, सरोजनी नायडू, विजय लक्ष्मी, इन्दिरा गांधी आदि ।
10. क्रान्तिकारी वीरांगनाएँ — दुर्गावती, लक्ष्मीबाई, चाँदबीबी ।
11. कवि और लेखिकाएँ — भारतीय भाषाओं में जिन्होंने लिखा है ।
12. अन्तर्राष्ट्रीय ख्यातिप्राप्त — मदर टेरेसा, नाइटिंगेल, जोन ऑफ आर्क ।
13. खेलों में निपुण, तैराकी, पर्वतारोही, हवाबाज आदि महिलाओं के उदाहरण ।

कक्षा 1 से 8 तक

समानता की भावना का विकास

1. ऐसे पाठ तैयार किए जाएँ जिनमें जीवन की विविधता दिखाकर हर स्तर पर और स्थिति में बालक बालिकाएँ पुरुष और महिलाएँ समान महत्व रखें और वे एक दूसरे के पूरक के रूप में चरितार्थ हों ।
2. महापुरुषों तथा पुरुष जीवन के साथ ही महान नारियों को भी दिखाया जाय ।
जैसे—

शिवाजी	—	जीजाबाई
गौतमबुद्ध	—	यशोधरा
महात्मा गांधी	—	कस्तूरबा
जवाहरलाल नेहरू	—	कमला नेहरू
3. प्राथमिक कक्षाओं में स्थानीय क्षेत्र की महिलाओं—कृषक मजदूर आदिवासी नारियों के श्रम, साहस और रचनात्मक कार्यों के माध्यम से विधायें तैयार की जायें ।
4. प्रस्तुतिकरण में नारी जीवन के प्रेरक प्रसंगों और उनकी महान घटनाओं को सरल शैली और सहज भाषा में रोचक ढंग से लिखा जाय ।
5. इस स्तर पर भाषा बोधगम्य तथा सरल हो, इसका विशेष ध्यान रखा जाय ।
6. यह समानता घरेलू वातावरण से ही शुरू हो जानी चाहिए ।
7. लोक गीत और ग्राम गीत जिनमें लोक जीवन के माध्यम से नारी और पुरुषों की समानता प्रगट होती है तथा जो सांस्कृतिक और श्रमसाध्य जीवन को उजागर करते हैं सम्मिलित किये जायें ।

1 से 5 तक

- | | | | |
|--|---|---|---|
| 1. बालक बालिकाओं में समानता की भावना। | शारीरिक एवं मानसिक क्षमता के अनुकूल कार्य-विभाजन किया जाय न कि बालक बालिकाओं के आधार पर। | कहानी, एकांकी, लघु नाटिकाओं, कविताओं एवं चित्र/चार्ट आदि के द्वारा स्पष्ट किया जाये। ऐसी कथा कहानियों एवं अन्य रचनाओं को सम्मिलित किया जाय जिसमें बालिकाओं को बालकों से किसी स्थिति में हीन न समझा जाय। | अध्यापकों की दृष्टि में बालक और बालिकाओं के प्रति समान भावना की अपेक्षा है। दृश्य और श्रव्य माध्यमों के द्वारा इस लक्ष्य की प्राप्ति का प्रयत्न किया जाये। छात्र-छात्राओं के मध्य भेद-भाव के आधार पर कोई उदारता या अनुदारता न दिखाई जाये। भोजन, शिक्षण कार्य करने के अवसर, स्वतन्त्रता एवं कार्य क्षमता में लड़के लड़कियों में भेद न किया जाये, और उन्हें समान समझा जाये। उदाहरणतः भोजन की प्राप्ति के अवसर पर वे दोनों एक साथ खड़े हों और खेल मिलजुल कर खेलें। कक्षा में उनको मिलेजुले समूह में बैठाया जाये ताकि उनमें प्रारंभ से ही एक दूसरे को समझने तथा मिलजुल कर कार्य करने की भावना उत्पन्न हो। |
| 2. विभिन्न कार्य-क्षेत्रों, व्यवसायों में स्त्री पुरुष को समान अवसर प्रदान करने पर बल। | शारीरिक एवं मानसिक क्षमता तथा योग्यता के आधार पर कार्यक्षेत्र के चयन का समान अवसर प्रदान किया जाये। | पाठों में पात्रों के चुनाव आदि के अवसर पर स्त्री पुरुष विभेद न किया जाये। | बाल-मेले आदि के अवसर पर बालक-बालिकाओं को समान कार्यभार सौंपा जाये और विभिन्न व्यवसायों पर चर्चा करते समय सभी पात्रों के महत्व को दिग्दर्शित किया जाये। उदाहरण के लिए बेल्लेन्टाइना तारा शिकोबे का जिक्र खगोल के विषय में बताते हुए, सरोजिनी नायडू का उल्लेख राजनीति के क्षेत्र में, और आरती साहू तथा गीता जुत्शी का जिक्र खेल के क्षेत्र में किया जाये। इसी तरह से इन क्षेत्रों तथा अन्य क्षेत्रों में भी महत्वपूर्ण महिलाओं का उदाहरण दिया जाना चाहिए। स्थानीय परिवेश से साहसी बालक बालिकाओं के उदाहरण रखे जायें। |
| 3. आत्म विश्वास एवं आत्म निर्भरता की भावना का विकास। | बालक बालिकाओं में परस्पर सहयोग एवं सहकारिता के समान विकास के अवसर। | विभिन्न पाठों, नाटक, कहानी, संवाद, कविता आदि के द्वारा समानता की भावना को जाग्रत करने का प्रयास। | बालक-बालिकाओं के खेल कूद तथा सांस्कृतिक कार्यक्रमों आदि में दोनों को समान अवसर प्रदान किये जायें। अब तक प्रायः लड़के खेल कूद में अधिक भाग लेते हैं जबकि सांस्कृतिक कार्यक्रमों में लड़कियां। इस प्रकार के विभेद को प्रोत्साहित न किया जाये। सभी को उनकी क्षमता एवं रुचि के अनुसार समान अवसर दिए जायें। शिक्षक के व्यवहार में बालिकाओं के प्रति हीन भावना का प्रदर्शन नहीं होना चाहिए। |

4. नारी में स्वा-भिमान की भावना को जाग्रत करने का प्रयास । नारी को जननी और वहन के रूप में उभारा जाये और उनके सम्मान के लिए बच्चों में वांछित दृष्टिकोण उत्पन्न करने का प्रयास किया जाये । कल्पना और यथार्थ पर आधारित कहानियों, संस्मरण, कविताएँ, लघु-नाटिकाएँ, संवाद आदि के द्वारा इस दृष्टिकोण का विकास किया जाये । शिक्षक, शिक्षण के समय अपने व्यवहार, बातचीत तथा कथा प्रसंगों एवं अन्य उदाहरणों में नारी के स्वाभिमान और सम्मान को प्रदर्शित करें । साथ ही साथ शिक्षक के अपने दृष्टिकोण तथा व्यवहार में नारी के प्रति उचित सद्भाव की झलक मिले । विद्यालयों के विभिन्न कार्यक्रमों, बालमेला, वाद-विवाद, रचनात्मक कार्यों आदि में बालक बालिकाओं को सामूहिक रूप से सम्मिलित किया जाये ।

- 6, 7, 8 (माध्यमिक स्तर) 1. पारस्परिक सम्मान एवं सहयोग । अन्ध विश्वासों, रुढ़ियों और कुंठित परंपराओं को दूर करने का प्रयास तथा स्त्री द्वारा स्त्रियों की शोषण प्रवृत्ति को रोकने के प्रयास । मान्य साहित्यकारों की युक्तिसंगत रचनाओं के माध्यम से नर-नारी में पारस्परिक सद्भाव एवं सहयोग, आदर-भाव परिलक्षित किया जाये । पाठ्य एवं पूरक पाठ्य पुस्तकों तथा पुस्तकालय से अतिरिक्त उपयुक्त पुस्तकों और पत्र-पत्रिकाओं के माध्यम से बौद्धिक जागृति लाने का प्रयत्न अध्यापक करें । विद्यालय की पत्रिका में बालक बालिकाओं की रचनाओं को समान अवसर प्रदान किया जाये । अच्छे कार्यों के लिए दोनों को सराहा जाय । पुरस्कृत किया जाय । कक्षा प्रतिनिधियों में बालक और बालिकाएँ दोनों ही चुने जायें ।

2. छात्र-छात्राओं के शारीरिक, मानसिक और भावात्मक विकास के लिए अनुकूल अवसर प्रदान किए जायें । छात्र-छात्राओं में मानवीय मूल्यों एवं सामाजिक आदर्शों के प्रति उचित दृष्टिकोण का विकास किया जाये जो लिंग, क्षेत्रीयता, जाति, धर्म आदि की भावना से परे हो । पाठ्यक्रमों में इस दृष्टिकोण के विकास के अनुरूप रचनाओं का चयन किया जाये । साथ ही साथ नारी समस्याओं से संबंधित साहित्य का अध्ययन कराया जाये । लेखिकाओं की रचनाओं को पाठ्यक्रमों में उचित स्थान दिया जाये । आज की बदलती हुई पारिवारिक एवं सामाजिक परिस्थितियों के संदर्भ में छात्र-छात्राओं के शारीरिक, मानसिक एवं भावात्मक विकास के लिए आज के वातावरण से उन्हें परिचित कराया जाये । इसके लिए उन्हें शैक्षणिक देश भ्रमण के लिए ले जाया जाये तथा आसपास के गांवों में ले जाकर उन्हें एक ओर ग्रामीणों की दिनचर्या से अवगत कराया जाये तो दूसरी ओर उन्हें समाज-सेवा के लिए भी प्रेरित किया जाये । ग्राम के बालक-बालिकाओं को नगर भ्रमण कराकर वहाँ के रहन-सहन के प्रति जानकारी दी जाय ।

3. परिवार के सौहार्दपूर्ण और सहानुभूतिपूर्ण वातावरण के निर्माण में सम्मिलित उत्तरदायित्व और योगदान।

परिवार एवं विद्यालय के जीवन में जनतांत्रिक और अनुशासित ढंग से इन भावों का संचालन हो।

पारिवारिक पड़ोस, मुहल्ला, ग्राम, नगर एवं सामाजिक समस्याओं पर लिखित साहित्य—कहानी, निबन्ध, कविता आदि के अध्ययन के प्रति छात्रों को प्रोत्साहित करना।

साहित्यिक एवं सांस्कृतिक क्रिया कला में छात्र-छात्राओं को समान रूप से भाग लेने का अवसर देकर दोनों के भावात्मक विकास पर बल दिया जाये। बदलती हुई आर्थिक परिस्थितियों में नारी और पुरुष के समान दायित्वों से परिचित कराया जाये। सामाजिक विषमताओं, समस्याओं और रुढ़ियों का उल्लेख गतियों और परिणामों सहित किया जाये एवं उनके निराकरण के सुझाव सम्बन्ध पाठ पढ़ाए जायें।

4. सामाजिक आर्थिक और राष्ट्रीय विकास में नारी के योगदान का समर्थन एवं सहयोग।

सामाजिक एवं राष्ट्रीय क्षेत्रों में कार्य करने वाली प्रसिद्ध महिलाओं के जीवन चरित्र पढ़ाए जायें, इस में कुछ राजनीतिक, कुछ वैज्ञानिक और कुछ कलाविद् हो सकती हैं।

सुप्रसिद्ध महिला साहित्यकारों के ऐसे साहित्य से परिचय कराया जाये जो राजनीतिक, सामाजिक, आर्थिक चेतना जगाएं और इसके विकास की ओर प्रेरित करें।

कक्षाओं में संवादों के द्वारा इन भावों को प्रस्तुत किया जाये तथा वाद-विवाद प्रतियोगिताओं द्वारा भी इन भावों को जाग्रत करने का प्रयास हो। रंगमंच और अभिनय के साथ ऐसे अंशों का मंचन किया जाये जिनसे ये भाव प्रबुद्ध हों सम्मिलित उत्सवों के आयोजन द्वारा इन उद्देश्यों की पूर्ति का प्रयास भी होना चाहिए। बदलती हुई आर्थिक परिस्थितियों में नारी के दायित्व से छात्र-छात्राओं को परिचित कराया जाये।

सहशैक्षिक एवं पाठ्यक्रमेत्तर कार्यक्रमों की रूपरेखा

प्रातःकालीन सभा

- 1—प्रार्थना स्थल पर खड़े और बैठने का क्रम लड़के और लड़कियों का मिला जुला होना चाहिए।
- 2—आज का विचार—नारी लेखिकाओं के द्वारा वर्णित नारी जीवन का उदात्त स्वरूप प्रतिपादन करना।
- 3—नारी प्रतिष्ठा के सम्बन्ध में महापुरुषों के कथन।
- 4—महिलाओं के उल्लेखनीय जीवन चरित्र और उनके प्रमुख कार्यों का वर्णन।
- 5—प्रबुद्ध महिला अतिथियों तथा प्रमुख समाजसेवी व्यक्तियों से परिचय कराया जाये और समय-समय पर उनके भाषण कराये जायें।

सदन विभाजन और उनका नामकरण

सदन विभाजन छात्र/छात्राओं दोनों के लिए सम्मिलित हो। प्रसिद्ध महिलाओं के नाम पर बनाए गये सदन में छात्रों को सम्मिलित किया जाये और प्रसिद्ध महापुरुषों के नाम पर बने हुए सदन में छात्राओं को सम्मिलित किया जाये।

सभाकक्ष एवं अन्य कक्षों की सज्जा

- 1—विभिन्न क्षेत्रों की प्रसिद्ध महिलाओं और महापुरुषों के चित्र सभाकक्ष एवं अन्य उपयुक्त कक्षों में लगाये जायें। इन्हें बालक बालिकाएं मिलजुल कर लगायें।
- 2—सुभाषित वचनों का उल्लेख और प्रदर्शन चार्टों के द्वारा किया जाये।

- 3—नर-नारी की समान क्षमता एवं योगदान सम्बन्धी प्रसंग चार्टों पर दिग्दर्शित किए जायें।

4. प्रतियोगिताएं

1. नर-नारी हैं एक समान—विषयों पर प्रसिद्ध वाक्यों, सुलेखों और लघु कथाओं के चयन की प्रतियोगिताओं का आयोजन किया जाये।
2. सभाषित प्रतियोगिताओं का आयोजन हो।
3. समस्यामूलक सर्वनात्मक अभिव्यक्तियों की प्रतियोगिताएं आयोजित हों।
4. पाठ प्रस्तुति प्रतियोगिताएं सम्पन्न कराई जायें।

अन्य कार्यक्रम

कविसभा—कवि और कवयित्रियों की रचनाओं का पाठ और उनका अभिनय।

समस्या नाटकों का मंचन।

पत्रिका संपादन—इसके अंतर्गत हस्तलिखित पत्रिका निकाली जा सकती है। विशेषांक निकाले जा सकते हैं। शिक्षा अभिभावक गोष्ठियों का आयोजन किया जाये जिनमें नारी सम्बन्धी ज्वलंत समस्याओं पर विचार विनिमय हो।

शिक्षक तथा प्रशासक, विद्यालय के सहशैक्षिक कार्यक्रमलाप के लिए सुझाए गए विषयों के अनुकूल विशेष सामग्री का चयन करें तथा प्रस्तुति के लिए पर्याप्त अवसर प्रदान करके समाज में नारी-प्रतिष्ठा के प्रति जागरूक मानसिकता के निर्माण में सहायक सिद्ध हों।

SANSKRIT

INTRODUCTION

भारतस्य प्रतिष्ठे द्वे संस्कृतञ्चैव संस्कृति (The honour of India lies in two things—Sanskrit and Sanskritic Indian Culture). Sanskrit has been called the language of *rishis* and gods (देववाणी). Sanskrit is not merely a means of communication but a repository of entire rich and glorious Indian cultural heritage. *Rigveda* is the oldest written document handed down to the modern world in its pure form due to the extreme care taken to preserve it.

Human speech finds its way through a particular language which is termed as one of the most powerful media of expression. The teaching of a language enables a child not only to communicate with the society but it helps in the development of its personality as a whole when equipped with a vast vocabulary at its command and armed with a pen mightier than a sword can produce such literature which not only projects the culture of the age but also inspires others, bringing about complete transformation of society as had been done by Paramaguru Ramakrishna Paramahansa, Swami Vivekananda, Swami Dayananda and other social reformers. Thus language on the one hand is a mirror which reflects the culture and civilisation imbibed in its literature, and on the other hand it is a weapon with the help of which changes can be brought about in society as has been done by Paramaguru Ramakrishna Paramahansa.

Fortunately, the Sanskrit teacher has an easy access to the Vedic Period when women enjoyed a very high status in society.

Sanskrit being the oldest language serves as a mirror and is called आदर्श (meaning mirror and ideal) providing an insight into the rich cultural heritage of India. It being the mother of all northern Indian languages, and sister language of the Indo-European family has been a source of important information about the ancient world civilisation and Sanskrit literature has been providing source material for other literatures written in various modern Indian languages.

A Sanskrit teacher, therefore, has an important role to play. The objective of teaching Sanskrit is not merely to enable children to communicate their ideas in Sanskrit and converse freely expressing their feelings but to equip them with the ability to study the holy literature consisting of

Vedas and look into the glorious society and ancient Indian civilisation when Indian women enjoyed a high status sharing all responsibilities with their male counterparts, and participated freely not only in the rituals but also in spiritual discussions, and discourses and were profound scholars comparing *suktas* and teaching in Ashramas, accompanied warriors to the battle-fields, looked after the administration of the Ashramas and even selected their life companions. Sita performed शस्य यज्ञ for the enrichment of crops, Gargi and Maitreyi participated in discussions, Vishchala and Kaikey went to battle-fields, Arya Gautami managed the Ashrama of Karva and accompanied Shakuntala to the palace of Dushyant. Vedic *Mahila rishis* like अपाला, विश्ववारा comparing *suktas* can be cited as some of the examples which can be referred to by the teachers for inspiring the young minds.

Endowed with the cultural heritage, a Sanskrit teacher can organise various co-curricular activities providing such learning experience as may help in developing proper attitudes for the attainment of the ideals underlying the nine identified values enumerated in the following pages. Inter-house competitions, naming houses after Vedic *mahila rishis*, arranging exhibitions depicting the high status of women in Vedic and Upanishadic ages, collection of stamps issued in honour of women who had done meritorious services in any field, and preparation of albums, charts and models can provide such opportunities to boys and girls to make them realise that they both are important components of the society and together they have to share all responsibilities for the achievement of high ideals and national goals.

The thematic content of the textbooks requires a very careful handling. The verses containing moral values and good sayings selected from different master-pieces of literature could be illustrated through such examples as highlight the status of women. Similarly while teaching translation and composition teachers may select such sentences for translating into Sanskrit as go a long way in developing such attitudes. Sentences like Mohan washes his clothes; Sita brings medicine for her brother; Mira's mother teaches in a school; her father helps her mother in kitchen;

er brother is a good singer, etc., could be used for translation papers, explaining grammatical usages. These will indirectly create an atmosphere of equality and fraternity.

Besides this, the teacher teaching Sanskrit language has to be very careful in his/her own behaviour in the classroom situations. He/She should not be biased and prejudiced in any way while assigning duties, and other roles in the various activities of the school, since आचार ग्राह्यति इति आचार्यः the students are keen observers of all such actions of the teacher.

It may not be out of place to add that the teacher has to focus the attention of the students to such references as highlight the status of women, e.g. the high place given to mother in Indian culture, even God is worshipped by saying त्वमेव, मातृदेवो भव, पितृदेवो भव, आचार्यदेवो भव, etc. Due emphasis is to be laid on the eradication of social evils like accepting bride price in the form of dowry, vulgar display of wealth, etc. Co-curricular activities like, essay-writing, letterwriting, debate, plays etc., can be organised to inculcate a feeling of hatred towards such social evils.

A word is added about the vocational guidance, which is now-a-days one of the essential activities of the school. Girls can be inspired to enter professions like engineering,

piloting, swimming, horse riding, shooting etc. and boys too motivated towards fine arts, home economics, drawing, painting, etc., so that there may not be any complexes or prejudices in the minds of the boys and girls against certain areas of professions.

The general aim of education is the development of a child's personality as a whole and just as a vehicle can move on even wheels only, a nation can progress by leaps and bounds only when men and women share equally the burden of national development. Then only the national goals and objectives can be achieved and the nation can prosper setting an ideal for the rest of the world as it had been in the past and described in the following saying:

एतद्देशप्रसूतस्य सकाशादग्रजन्मनः,

स्वं स्वं चरित्रं शिक्षेरन् पृथिव्यां सर्वमानवाः ॥

Let people all over the earth build their character and learn from the persons who were born earlier in this country.

An attempt has been made in the following pages to provide brief suggestions and hints regarding the thematic content and learning experiences through which the desired attitudes are to be developed and built with a view to bring about the required changes in the society, which can be referred to as and when required by the teachers of Sanskrit.

OBJECTIVES

THE following broad objectives are to be kept in view while teaching humanities with special reference to high lighting the status of women through curriculum and textbooks in Sanskrit:

1. Development of the child as a co-sharer of all responsibilities in the home and home management.
2. Development of the child having respect for dignity of labour in the performance of roles inside and outside the home.
3. Equal commitment for work at home and outside by both the sexes. Dependence of girls and women as a traditional value to be rejected.
4. Equal participation in the development of the nation through equal opportunities in all walks of life.
5. Consciousness of rights and abilities.
6. Sharing of decision-making process at all levels from family to society.

7. Disapproval of sharing feelings against all activities which could be considered as anti-social in matrimony e.g. dowry and bride-price, etc.
8. Emphasis on need-based consumption so that the concept of women becoming prosperity symbol must be rejected.
9. Promotion of dignity of person so that women become self-reliant, self-propelled and self-directed instead of accepting themselves as sex-symbols.
10. Women should be viewed not in isolation but as a part of the total situation.
11. Some references have been given under thematic content, but they have to be used carefully in the selection of the content taking into account the development of the various attitudes for imbibing the value and achieving the national goals. Sometimes negative background is given to highlight the importance of desired objectives. Therefore the way of presentation of the content is very important, which should highlight the status of women and in no case and under no circumstances denigrate it.

SUGGESTIONS FOR TEXTBOOK-WRITERS AND EVALUATORS

1. The textbooks and the workbooks and other supplementary materials in Sanskrit should not contain any references that denigrate the status of women.
2. Biographies of distinguished women in different walks of life with special reference to the high status enjoyed by women in Vedic period to be included in the curriculum.
3. The various ideas about the subordination of womanhood favoured in the later post-Vedic Sanskrit literature should be exploded. Contribution in the form of dedication, devotion to the family to be highlighted.
4. The legal rights of women in different spheres should be emphasised with special references to the legal rights as enjoyed by women in Vedic and post-Vedic period as well as in the present age.
5. The contribution of women writers, poets, 'Rishis' of Vedic *suktas* to be highlighted.
6. All corporate efforts made for raising women's status—suffrage movements, the work done by social reformers like Swami Dayanand, Swami Vivekananda, Sri Aurobindo, Mata, Sharda Devi to be highlighted.
7. Care must be taken to see that the main objectives of the new status of women is to generate a spirit of cooperation with the other sex and not of confrontation. Vedic culture as depicted in Samanasya Sukta of Atharvaveda can be cited as an example. The spirit of all the members sharing the responsibilities of home and cooperating with each other in all walks of life to be highlighted. At the same time no stigma should be attached to divorce if it has to take place under compelling circumstances.
8. The exercises should contain questions so as to focus the attention of the learner on the desired values.
9. The textbooks should also contain specific instructions for the project work and other activities that may be undertaken for projecting the high status of women enjoyed by them during Vedic times.

Stage and Class	Value	Attitude to be Developed	Thematic Content	Learning Experiences
Middle (Classes V, VI, VII, VIII)	Sharing the responsibilities in home and home management	<p>The child—</p> <ol style="list-style-type: none"> 1. maintains equally good and healthy relationships with all the members of the family, friends and teachers whether male or female, old or young, inside or outside home. 2. develops habit of moral judgement with regard to one's own actions and shares all responsibilities equally, e.g. cooking, serving meals, washing the dishes, looking after babies, gardening, shopping, paying bills, taking sick people to hospitals, etc. 3. has an aesthetic sense and love for everything that is good and beautiful and acts accordingly. 4. has a sense of dedication and is willing to sacrifice one's own share for the welfare of the family/society irrespective of sex. 5. understands that happy individual life depends on a happy social life with equal contribution from both the sexes. 6. consciously avoids doing things which would infringe on the rights of women as an equally responsible and respectable member of the family/society and politics of the country. 	<p>The thematic content should be such as helps in the development of the given attitudes. The following references are suggested:</p> <ol style="list-style-type: none"> 1. Verses to be selected with care and proper emphasis be laid on the status of women, e.g. त्वमेव माता च पिता त्वमेव importance of the world माता similarly मातृदेवो भव, पितृदेवो भव to be emphasised. 2. (a) Stories of women going to battlefields e.g. निश्चला in the battle-field, set right by (Vedas) अश्विनी कुमार. (b) Kaikeyi helping Dashratha. 3. Passages showing the respect paid to women by Rama in Ramayana e.g. Shabri, Kaushalya and even Kaikeyi. 4. Equal respect for goddesses like Lakshmi, Aditi, Surya, Sarswati, Vak, etc., along with their gods. 5. Equal participation in the performance of Yagnas. Sita used to perform Shesha Yagna for the enrichment of crops. Replica of Sita was placed by Rama to complete the Yagna. 6. Collections of sayings from Shatpath Brahmana 1/9/2/3 and Aitereya Brahmana 8/3/13 रखा हुआ जाया 3/3/1. 	<ol style="list-style-type: none"> 1. Stories 2. Plays 3. Dialogues 4. Recitation competitions 5. Wall-magazines 6. Essay competitions 7. Inter-house classroom cleanliness competitions 8. Inter-classroom decoration competitions
V, VI-VII, VIII	Respect for dignity of labour in the performance of roles inside and outside home	<p>The child—</p> <ol style="list-style-type: none"> 1. recognises the multiplicity of jobs around him/her. 2. realises that no work is inferior and has no complexes against any type of job. 3. experiences the jobs of achievement through work in different roles inside and outside the house. 	<p>Some more suggestions can be added for the development of these attitudes through:</p> <ol style="list-style-type: none"> 1. references from Mahabharata, Agyatvasa of Pandavas wherein Bhim performed the work of a cook etc. 2. Ramayana—Rama, Sita and Lakshman helping each other in all the activities. 	<p>Plays and tableaux</p> <p>Filmstrips can be prepared.</p>

Stage and Class	Value	Attitude to be Developed	Thematic Content	Learning Experiences
		<ol style="list-style-type: none"> 4. feels a sense of pride in work done properly. 5. develops basic manipulative skills through the use of hands. 6. develops habits of carefulness, concentration, methodical handling, economy in respect of expenditure incurred. 7. insists on keeping the environment clean. 8. is enthusiastic about activities in family, neighbourhood, school and society. 		
VI—VIII	<p>Equal commitment for work at home and outside</p> <p>Dependence of girls and women as a traditional value to be rejected</p>	<p>The child—</p> <ol style="list-style-type: none"> 1. cooperates and works at home and outside with fellow workers of opposite sex as well. 2. behaves in a manner which is acceptable as decent and cultured and helps the fellow beings of opposite sex to grow simultaneously. 3. understands that cordial relationship is very essential for the growth and development of society. 4. associates with friends of opposite sex for learning new skills needed for performing different roles satisfactorily in the society. 5. understands the problems of other members of the family and helps in solving them. 6. adjusts himself to various difficult situations of life. 	<p>Situations where women had been confined to homes only to be exploded.</p> <p>Reference to Vedic index showing women as teachers as illustrated in Kaushitaki Brahman and Aiteraya Brahman.</p> <p>Biographies of women in different fields—women pilots, engineers; stories of Nal-Damyanti, Harish Chandra and Shaivya; swimmers, players, sharing all joys and sorrows.</p>	<p>Equal exposition to various skills of learning attitudes through administrative roles, managing different activities of the school, organising class competitions, decoration of classrooms with quotations on equal commitment for work.</p>

Stage and Class	Value	Attitude to be developed	Thematic Content	Learning Experiences
V to VIII	Equal participation in the development of the nation through equal opportunities in all walks of life	<p>The child—</p> <ol style="list-style-type: none"> 1. develops attitudes of love and respect for the motherland. 2. is prepared to sacrifice his selfish interests for the sake of the country. 3. has respect for public property. 4. understands his duty to respect the national symbols. 5. develops a sense of patriotism and faith in socialism, secularism and democracy. 6. protects the national property and does not destroy it. 	<ol style="list-style-type: none"> 1. Lessons may be written on Rani Durgawati, Lakshmi Bai, Rani Hada of Rajputana, Rani Didda of Kashmir; and contribution of Sarojini Naidu. 2. Arya Gautami looking after the administration of Kanva's Ashram in his absence. 3. Verses like: (a) त्यजेदेकं कुलस्योर्ध्वं ग्रामस्यार्थं कुलं त्यजेत् कुलं जनपदार्थं तु आत्माथ पृथिवीं त्यजेत् (b) national songs like वन्देमातरम् 	<ol style="list-style-type: none"> 1. House competitions, celebrations of birthdays of heroic ladies 2. Patriotic songs in Sanskrit may be composed 3. Filmstrips 4. Participation in games and sports, debates and cultural activities.
V—VIII	Consciousness of rights and abilities	<p>The child—</p> <ol style="list-style-type: none"> 1. is made aware of being viewed as a part of the total situation. 2. is made aware of rights of equality as provided in the Constitution. 3. is made aware of duties corresponding to the rights bestowed upon the individual. 	<p>Extracts from <i>Manusmriti</i> 9/26, 3/56-57-59, 60, 61, 62, 9/28</p> <p>Boy is equal to girl, <i>Manusmriti</i> (Manu) 13/45, 9/130, the girl is entitled to father's property. Adoption of female babies as well: female babies were also adopted and given the same love and affection, e.g. Sita by Janak, Shakuntala by Kanva.</p>	<p>Mock Parliaments, N.C.C. and all other Camps, Girl Guides and Scouts</p>
VI—VIII	Sharing of decision-making process at all levels from family to society	<p>The child—</p> <ol style="list-style-type: none"> 1. shares in solving the problems. 2. is able to take judicious decisions in the interest of the family, neighbourhood, school. 3. develops sense of leadership. 4. does not exploit anybody materially, physically and intellectually. 	<ol style="list-style-type: none"> 1. Reference to <i>Ramayana</i> where Mandodari requests Ravana to leave Sita. Also had he listened to her, Lanka would have been saved from disaster. 2. Vasistha suggested that Sita should take over the charge of kingdom in the absence of Rama. (<i>Ramayana</i> 2/37/13-14). 3. Ravana also offered Lanka's kingdom to Sita (<i>Ramayana</i> 3/55/26-17). 4. Tara helped Bali and Sugriva in running the kingdom. 	<p>Monitoring the class, the funds, organisation of class activities, decoration of the classroom, school, games-field.</p> <p>School parliament, organising Sanskrit Kavi Sammelans, etc.</p>

Stage and Class	Value	Attitude to be developed	Thematic Content	Learning Experiences
VI—VIII	Dis-approval of all activities considered to be anti-social in matrimony—dowry, bride-price, etc.	<p>The child—</p> <ol style="list-style-type: none"> 1. develops a sense of equality with the opposite sex. 2. has no inferiority complexes. 3. learns to be self-confident and self-reliant. 4. learns to avoid ostentatious display of wealth and prosperity. 	<p>Dowry system was unknown in Vedic times in the form it exists today.</p> <p>Svayamvara Pratha, story of Savitri and Satyavan, revealing the strength of Savitri.</p>	Staging Sanskrit plays showing ill effects of dowry, film slides
VI—VIII	Need-based consumption, rejection of the concept of consumerism leading to women becoming prosperity symbol	<p>The child—</p> <ol style="list-style-type: none"> 1. develops a sense of hatred towards display of wealth. 2. realises that real wealth is education and knowledge. 3. takes care of mind and body at all stages—as a child, as a boy/girl, and understands the need for physical fitness and mental awareness—presence of mind. 4. desires to help others and is prepared for self-defence. 5. develops proper attitude towards physical and mental health. 	<p>Passages from <i>Niti Shatak</i>, <i>Vairagya Shatak</i>, <i>Hitopadesh</i>, <i>Panchatantra</i>.</p> <p>Sense of Ideal motherhood in <i>Shakuntalam</i>, Act VII, IV-18.</p> <p>Positive values to be derived by condemning the Bahuvivah Pratha, low status in Katha Sarit Sagar (Stories to be selected very carefully) no obscene passages/stories to be selected.</p>	<p>Posters, charts, three-dimensional models, working and static models, projects</p> <p>Transparencies, films</p>
VI—VIII	Promotion of dignity of person, women becoming self-confident self-reliant, self-propelled and self-directed	<p>The child—</p> <ol style="list-style-type: none"> 1. feels in no way inferior/superior to the opposite sex. 2. feels pride in acquisition of new knowledge, skills, and attitudes and gains self-confidence. 3. behaves in a dignified way and commands respect. 4. has strength to protect his/her prestige. 5. believes in not being treated in isolation but as an esteemed member of society and contributes towards the realisation of national goals. 	<p>Story of Rani Hada, Sati burning herself after being insulted by her father.</p> <p>Draupadi कीचक वध, जयद्रथ वध</p> <p>Sita in Lanka rebuking Ravana.</p> <p>Stories of Harish Chandra, Shaivya.</p> <p>Passages from <i>Vidur Niti</i> 1/74/40, 5/38/10, 5/37/5, 13/46/59-61.</p>	<p>Equal opportunities, right from the beginning in all the activities of the school.</p> <p>Students may prepare albums of collections of verses and poems highlighting the status of women.</p> <p>Collection of stamps depicting the characters.</p>

ENGLISH

INTRODUCTION

TEXTBOOKS and Supplementary Readers at the school stage should not contain any references to women that denigrate their status. The existing books should be evaluated and scrutinised from this point of view so as to delete all such references. However, as long as teachers have to use the existing books they should take care to play down all such references, and endeavour to put things in the correct perspective.

In these readers, biographies of women such as freedom fighters, social workers, explorers, scientists, doctors, engineers, teachers, sportswomen and statesmen, should be included. In addition to this a few accounts of other women like office-workers, farm workers, factory workers, housewives should also find place. Proper emphasis on the role of such women should be laid in the teaching programme. The contributions of women writers, poets and novelists should be given their due place.

The legal rights of women should be emphasised. Women should be viewed not in isolation, but as an integral part of the total human situation. The conventional myths about the subordination of Indian womanhood,

which are drawn largely from images of middle class, should be exploded. The realities about the attitudes of various classes of the rural population towards women, some of which (attitudes) may be at variance with those of the urban middle class, should be brought to light.

In projecting the desired status of women in society care should be taken to generate a spirit of cooperation, and not of confrontation with the other sex, even though competition and confrontation are the facts of life which exist in the society at the moment. Such confrontation is known to lead to hasty divorces resulting in broken homes. While an awareness of these facts is desirable, it should be seen that no stigma is allowed to be attached to separation and divorce, if they have to take place. Likewise, let no stigma be attached to spinsterhood, widowhood and re-marriage.

The corporate efforts made for elevating the status of women highlighting equality like suffrage movements, the work of AIWC, University Graduate Women's Association, YWCA, could be highlighted by the teacher.

<i>Class/Stage</i>	<i>Major Idea</i>	<i>Attitudes to be developed</i>	<i>Through Reading</i>	<i>Through Co-curricular and Extra-curricular Activities</i>
Middle Stage	I. Home-Management a joint responsibility of both the sexes	<p><i>Equality of Sexes:</i> This attitude could best be developed by sharing:</p> <p>(a) In the home: washing clothes; mending and stitching; educating children; looking after babies, cattle and pets; taking care of old people and looking after guests; gardening; upkeep and repair of household appliances etc. (i.e. maintaining a home which is comfortable and aesthetically satisfying).</p> <p>(b) Outside the home: shopping; running errands like paying bills; taking children to school, hospitals; transacting business at the post-office, bank, etc.</p>	<p>1. Narrative pieces: —stories —anecdotes —incidents, etc.</p> <p>2. Dialogues</p>	Cooking, serving, cleaning, gardening etc. (Such activities can start even earlier than Class VII.)

NOTE: 1. The class mentioned under Column 1 is the class from which the inculcation of a certain major idea begins.
2. Most of the co-curricular activities mentioned in Column 5 pre-suppose a co-educational pattern.

GENERAL SUGGESTIONS

ENGLISH is generally taught as a second language in Indian schools. The English teacher must look upon the school children just as students and not as boys and girls discriminating on the ground of sex. The following are some of the points which the teacher should keep in mind while teaching English.

1. Effective pictures and illustrations be shown to the children who are mostly from rural India that woman is not merely a mother but she can be a teacher, a doctor, a professor, an engineer, an administrator, a politician, a diplomat, a captain of a ship, a pilot of a plane, a social reformer or a social worker like Mother Teresa, a freedom fighter, a lover of wild animals, etc. The pictures and illustrations showing the women in the above capacities should abound on the walls of classrooms and in the textbooks, as well as the Supplementary Readers.
2. The teacher of English should guide and teach the students through visual aids like pictures, puppets depicting women working in the fields as hard as men, working in the hospitals side by side with the members of the other sex, working in factories side by side with men facing and handling heavy and dangerous machines for long hours,

attending to the household duties such as lifting water from a well, cutting fuel, washing clothes in cooperation with men-folk in addition to mere buying things in the market.

3. The teacher should graphically describe to the students how women participate in sports and games in Olympics. T.V. sets may be made use of in this respect.
4. The textbooks should consist of lessons and pictures illustrating women working actively with men in Defence Forces, like the Air Force, the Navy and the Army as doctors, engineers etc.
5. The teacher should on occasions invite women writers, artists, musicians and such other talented personalities to talk to them or give performance before them showing their talent.
6. There must be provision for newspapers, radio, television etc. through which the different roles of women along with men can be displayed.
7. Above all, textbooks should not contain anything discriminatory or derogatory to women.
8. Last but not the least, the teachers should rise to the occasion to set right the prejudices that may raise their ugly heads in the lines of the textbooks.

تعارف

ہمارے طرز تعلیم اگر ایک طرف سماجی نظام اور اس کے تصورات و روایات کا آئینہ دار ہوتا ہے تو دوسری طرف سماج میں تبدیلیاں لانے اور انسانی زندگی کو بہتر بنانے کا ایک ذریعہ بھی ہے۔ موجودہ عہد میں جبکہ ماضی کے بہت سے اقدار و عفت اندہ دم توڑ رہے ہیں اور انسان ہر شعبہ زندگی میں ان زنجیروں کو توڑنے کی کوشش کر رہا ہے جو اب تک اس کی شخصیت کی آزادانہ نشوونما میں آڑے آتی رہی ہیں۔ اس بات کی ضرورت کا سخت احساس ہوتا ہے کہ ہمارے طرز تعلیم میں اس سماجی حقیقت کی عکاسی ہو اور ساتھ ہی ساتھ عصر حاضر میں انسانی حقوق کی جدوجہد میں وہ معاون بھی ثابت ہو۔ اس لیے لازم ہے کہ ہم اپنے نصاب تعلیم پر نظر ثانی کر کے ایسے نصابات کی تشکیل کریں جن کی مدد سے بچوں میں ایک نئے سماجی شعور کو فروغ دینے کے لیے سازگار ذہنی و نفسیاتی فضا پیدا ہو۔

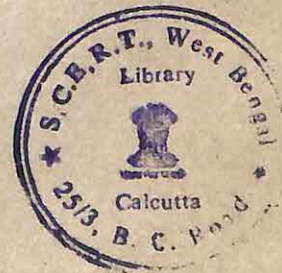
ادب میں ہمارے جذبات و احساسات کو متاثر کرنے کی زبردست قوت ہوتی ہے اور ادب کی تعلیم، فکر و تخیل کی نئی سمجھوتوں سے آشنا کرنے میں بہت اہم حصہ لے سکتی ہے۔ چنانچہ زبان و ادب کے نصابات کو ایک نیا رخ دینے کی خاص طور سے ضرورت ہے۔

ہمارے سماج میں انسانی حقوق کی جدوجہد کا ایک پہلو عورتوں کے لیے مردوں کے برابر رتبہ حاصل کرنا ہے۔ اب تک زندگی کے مختلف شعبوں میں فرائض کی تقسیم اور گھر کے اندر اور باہر تقسیم کار کچھ اس طرح رہی ہے کہ عورتوں کی حیثیت کم تر اور مرد کی نجی ملکیت کی سی ہو گئی ہے۔ یہ روایتی سماجی حیثیت اس کی شخصیت کی آزادانہ نشوونما میں حائل رہی ہے۔ مگر ان رکاوٹوں کے باوجود انسانی تاریخ کے ہر دور میں اور زندگی کے ہر میدان میں عورتوں نے شاندار کارنامے انجام دیے ہیں جس سے یہ ظاہر ہوتا ہے کہ وہ صنف و جنس کے لحاظ سے کسی طرح بھی مرد سے کم تر نہیں۔ آج سائنس اور ٹیکنالوجی نے ایسے ذرائع فراہم کر دیے ہیں کہ عورتیں مردوں کی طرح ہی مختلف صنعتوں اور پیشوں میں حصہ لے سکتی ہیں۔ مگر اس حقیقت کو عام زندگی میں عملی طور پر

قبول کرنا آسان نہیں۔ آج مارلئی دنیا میں عورتوں کے حقوق کے لیے جدوجہد ہو رہی ہے۔ ہمارے ملک میں جہاں تہذیبی اور معاشی سطح پر عورتوں کو اپنی صلاحیتوں کو بروئے کار لانے کا خاطر خواہ موقع ابھی تک نہیں مل سکا، اس کی ضرورت ہے کہ ہم اپنے نصاب تعلیم میں عورت کی اس حیثیت پر زور دینے کی کوشش کریں جو اسے سماج میں ملنی چاہیے اور جس سے ابھی تک نظر میں چرائی گئی ہیں۔ سماج کا جو حصہ بھی انسانی حقوق سے محروم ہے اسے اس کے حقوق دلانے کی جدوجہد سب انسانوں کی مشترکہ جدوجہد ہے، عورتوں کے حقوق کا مسئلہ بھی عام انسانی حقوق کا مسئلہ ہے۔ چنانچہ زبان و ادب کے اساتذہ کا فرض ہے کہ وہ ان مقاصد کے تحت مرتب ہونے والے نصاب کو اپنے طالب علموں کے سامنے اس طرح پیش کریں کہ ان کے ذہن و کردار عورتوں سے متعلق فرسودہ اثرات اور ان تعصبات سے آزاد ہوں جو موجودہ ماحول کے اثر سے ان کے رگ و پے میں سرایت کر گئے ہیں۔ وہ اپنی عام زندگی میں عورتوں اور مردوں کے مرتبے میں محض ان کی جنس کی بنیاد پر تفریق نہ کریں۔ یہ بات طالب علموں کے ذہن نشین کرانا لازم ہے کہ مرد اور عورت ایک دوسرے کے حریف اور مد مقابل نہیں بلکہ معاون اور انسانی زندگی کے مختلف شعبوں میں برابر کے حصہ دار ہیں اور سماج میں کم تری اور برتری کا معیار جنس نہیں۔

رہنما اصول

1. نصاب تعلیم میں امور خانہ داری کو صرف عورت کی ذمہ داری کے بجائے تمام افراد خاندان کی ذمہ داری کے طور پر پیش کیا جائے۔
2. کام کے وقار کا بحیثیت مجموعی احساس دلایا جائے تاکہ گھر کے اندر اور گھر کے باہر کے کاموں کی اہمیت کو مرد و عورت یکساں طور پر تسلیم کر سکیں۔
3. اس روایتی تصور کو رد کیا جائے کہ زندگی کے ہر شعبے میں اور ہر منزل پر عورت مرد کی دست نگر ہے۔ یعنی اس پر زور دیا جائے کہ گھر کے اندر اور گھر کے باہر دونوں قسم کے کاموں کی ذمہ داری مرد اور عورت دونوں پر عائد ہوتی ہے۔
4. زندگی کے ہر شعبے میں مساوی حقوق اور مواقع کی فراہمی کا مطلب یہ سمجھا جائے کہ قومی تعمیراتی کاموں میں حصہ لینا ہر فرد کی ذمہ داری ہے۔
5. عورت کو یہ احساس ہونا چاہیے کہ وہ اپنے حقوق کے شعور کے ذریعے اور اپنی صلاحیتوں کو بروئے کار لا کر ہی شخصی آسودگی حاصل کر سکتی ہے۔
6. اس بات پر زور دینا چاہیے کہ خاندانی مسائل سے لے کر سماجی معاملات تک تمام فیصلے عورت اور مرد کی مشترک رائے سے ہونے چاہئیں۔
7. شادی بیاہ کے ایسے تمام رواجوں کے خلاف باقاعدہ تعلیمی مہم چلائی جاوے جن سے انسان کی توہین ہوتی ہے۔ مثلاً جہیز، تنگ اور دہنوں کی خرید و فروخت وغیرہ کی رسمیں۔
8. عورت کو کسی حال میں دولت و خوشحالی کی نمائش کا ذریعہ نہیں بننا چاہیے۔ لہذا نمائشی اخراجات کی اہمیت کو رد کر کے ضروری اور مناسب اخراجات کی اہمیت کو واضح کیا جائے۔



9. عورت میں خودداری خود اعتمادی اور خود نگہداری کا احساس پیدا کرنے کے لیے ضروری ہے کہ اس کو جنس کی علامت کی حیثیت سے پیش کرنے کے بجائے اس کی انفرادی حیثیت کو تسلیم کیا جائے۔

استاد کو مندرجہ بالا اقرار کو ذہن میں رکھ کر درس و تدریس کے منصب کو پورا کرنا چاہیے اور ہمارے طلبہ کے لیے جو نیا نصاب بنایا جائے وہ ان اقدار کا آئینہ دار ہو۔

بشریات

1. اسکولوں میں پڑھائی جانے والی درسی اور ضمنی کتابوں کا اس نقطہ نظر سے از سر نو جائزہ لیا جائے کہ جہاں عورت کے مرتبے کو کمتر دکھایا گیا ہے، ان اسباق و مضامین وغیرہ کو نصاب سے خارج کیا جائے۔
2. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور پر شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی، سماجی فلاح، کھیل کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
3. ایسے تمام تصورات و عقائد کو رد کیا جائے جن سے عورت محکوم اور کمتر ثابت ہوتی ہے اور دیہاتوں میں کام کرنے والی عورتوں کی زندگی کی حقیقتوں کی عکاسی کی جائے۔
4. زندگی کی مختلف سطحوں پر عورتوں کو جو قانونی حقوق حاصل ہیں ان کا شعور پیدا کیا جائے۔
5. عورتوں کی ادبی و شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
6. ایسی تمام تحریکات اور انجمنوں کی کاوشوں کو نمایاں کیا جائے جنہوں نے عورتوں کو ان کا صحیح مرتبہ دلانے کی طرف توجہ دی ہے۔ مثلاً آل انڈیا ویمنز کانفرنس، فیڈریشن آف انڈین ویمین، حق رائے دہندگی کی تحریک وغیرہ۔
7. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا صحیح مرتبہ متعین کرنے کا مطلب عورت و مرد کا باہمی تصادم اور تقابل نہیں ہے، بلکہ مرد و عورت کا تعاون و احترام باہمی ہے۔
8. عورت کو ایک الگ اکائی کی حیثیت سے نہیں، بلکہ حیات انسانی کے کلی سیاق و سباق میں دیکھا جائے۔

ابتدائی درجے

ضروری رویے

1. مرد و عورت کی برابری کا رویہ۔
2. عورت کی عزت کا احساس۔
3. عورت کی صلاحیتوں کا اعتراف۔
4. گھریلو کاموں کو گھر کے ہر فرد کی ذمہ داری سمجھنے کا رویہ۔
5. اپنا کام خود کرنے کا رویہ۔

عورتوں سے وابستہ وہ منفی رویے جن کی تردید نصاب اور طریقہ تعلیم سے کرنا ضروری ہے۔

1. عورت کو ذہنی اور جسمانی طور پر کمزور سمجھنے کا رویہ۔
2. عورت کو دست نگر سمجھنا۔
3. عورت کو حفاظت کی چیز سمجھنے کا رویہ۔

نصابی ذریعہ

ان رویوں کی ترتیب کے ذرائع

1. جو نصاب کی کتابیں تیار کی جائیں ان میں یہ خیال رکھنا چاہیے کہ ان رویوں کی ان میں پوری پوری نمائندگی ہو۔

2. ایسے موضوعات پر ضمنی کتابیں لکھوائی جائیں جن سے ان رویوں کی ترتیب ہو۔
3. تدریسی امدادی ذرائع کے ذریعے ان رویوں کو بتانا۔
4. معاون نصابی سرگرمیوں میں ان باتوں کا خیال رکھنا ضروری ہے۔
5. نصاب کا اس نقطہ نظر سے جائزہ لینا۔
6. طریقہ تعلیم میں اس بات کا خیال رکھنا ضروری ہے کہ بچوں میں دونوں جنسوں کی برابری کا احساس ہو۔
7. ہر سطح پر مخلوط طریقہ تعلیم پر زور دینا۔

طریقہ ہائے کار کی طرف رویے

1. جماعت کے کاموں، تفریحی مشغلوں اور تہذیبی سرگرمیوں میں لڑکوں کی شمولیت پر اصرار۔
2. لڑکوں اور لڑکیوں کی یکساں ہمت افزائی۔
3. ریڈیو، ٹیلی ویژن پر اس سمت میں بچوں کی رہنمائی سے متعلق پروگرام پیش کرنا۔

معاون نصابی سرگرمیاں

1. کھیل، کہانیاں، نظمیں، موسیقی، سچوں کے چھوٹے چھوٹے ڈرامے، ڈرائنگ وغیرہ، معاون نصاب سرگرمیوں میں شعوری طور پر لڑکوں اور لڑکیوں دونوں کو شامل کرنا۔ دونوں کی صلاحیتوں کا اندازہ لگا کر، دونوں کی ہمت افزائی کرنا، ان کی نشوونما میں مدد دینا۔
- مندرجہ بالا تمام مشاغل کے ذریعے لڑکے، لڑکیوں دونوں کی صلاحیتوں کو بروئے کار لاکر ان کی انفرادیت کو قائم رکھتے ہوئے جنسوں کے درمیان حد فاصل کو ختم کرنا۔

بشریات

ابتدائی درجے - بنیادی اقدار و مقاصد

1. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل رکھا جائے جنہیں زندگی

سے مختلف شعبوں، مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریکِ آزادی، سماجی فلاح،
کھیل کود کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. دیہاتوں میں کام کرنے والی عورتوں کی حقیقتوں کی عکاسی کرنا۔

مڈل دےجے

ضروری رویے

1. عورت کے کارناموں کا اعتراف ۔
2. عورت کی صلاحیتوں کا اعتراف ۔
3. عورت کی طرف دوستانہ و مہرردانہ رویہ ۔
4. تعمیری کاموں میں عورت کی شمولیت کو قبول کرنا ۔
5. عورتوں بالخصوص دیہاتی عورتوں کی طرف رومانوی کے بجائے حقیقت پسندانہ رویہ ۔
6. مرد اور عورت کے درمیان باہمی مفاہمت کا رویہ ۔

عورتوں سے وابستہ وہ منفی رویے جن کی تردید نصاب اور طریقہ تعلیم سے کرنا ضروری ہے

1. عورت کی زندگی کو گھر تک محدود رکھنے کا رویہ ۔
2. عورت کو جھگڑے کی بنیاد سمجھنا ۔
3. عورت کی طرف تضحیک آمیز رویہ ۔
4. عورت کو دست نگر سمجھنا ۔
5. عورت کو محکوم سمجھنا ۔

ان رویوں کی ترتیب کے ذرائع

نصابی ذریعہ :-

1. اس نقطہ نظر سے موجودہ نصاب کا جائزہ لینا۔
2. نصاب میں ایسے ٹریچر کی شمولیت جو ان رویوں کو تقویت پہنچائے۔
3. اس نقطہ نظر سے ادبی اور معلوماتی مواد فراہم کرنا اور ضمنی کتابیں لکھوانا۔

طریقہ ہائے کار کی طرف رویہ -

1. مخلوط طریقہ تعلیم پر اصرار۔
2. جماعت اور جماعت سے باہر کے کاموں، تہذیبی سرگرمیوں، تفریحی مشغلوں اور تخلیقی کاموں میں لڑکوں، لڑکیوں دونوں کو یکساں مواقع فراہم کرنا۔
3. مندرجہ بالا مشاغل میں لڑکے لڑکیوں کے انٹرایکشن (Interaction) اور باہمی صحت مندرشتوں کے لیے سازگار ماحول پیدا کرنا۔
4. لڑکوں اور لڑکیوں کو مشترکہ ذمہ داری قبول کرنے دینا تاکہ مل جل کر کام کرنے کی عادت پیدا ہو۔
5. ایجوکیشنل ٹیکنالوجی بالخصوص ریڈیو، ٹیلی ویژن وغیرہ پر باقاعدہ پروگرام پیش کر کے ان مقاصد کے حصول کی کوشش کرنا۔

معاون نصابی سرگرمیاں

1. معاون نصابی سرگرمیوں مثلاً تقریری مقابلے، تحریری مقابلے، ڈرامے، کہانیاں، نظمیں، سیروحیات، بیت بازی، ٹیلو میں لڑکوں اور لڑکیوں کی یکساں شمولیت کی حوصلہ افزائی اور اس کے مواقع فراہم کرنا۔
2. ان سرگرمیوں کے ذریعے لڑکوں اور لڑکیوں دونوں کی انفرادی صلاحیتوں کا اندازہ لگا کر ان کی تربیت کی شعوری کوشش کرنا اور دونوں کی شخصی نشوونما کو بھرپور مدد دینا۔
3. جسمانی صحت اور تربیت کے لیے کھیل کود میں مشترکہ شمولیت پر زور دینا۔

بشریات

مڈل درجہ - بنیادی اقدار و مقاصد

1. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی، سماجی فلاح، کھیل کود کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. ایسے تمام تصورات و مقاصد کو روکا جائے جن سے عورت محکوم اور کمتر ثابت ہو۔
3. عورتوں کی ادبی اور شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
4. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا صحیح مرتبہ متعین کرنے کا مطلب عورت اور مرد کا باہمی تضاد اور تقابل نہیں ہے بلکہ مرد و عورت کا تعاون اور احترام باہمی ہے۔

مثالوی دیجے

ضروری رویے

1. عورت کے کام کرنے کی آزادی کے حق کو تسلیم کرنا۔
2. عورت کی قوت فیصلہ پر اعتماد ۔
3. عورت کے حقوق کی طرف ذمہ دارانہ رویہ ۔
4. عورت کی بحیثیت انسان وقعت کرنے کا رویہ ۔
5. عورت کی تخلیقی قوت کو تسلیم کرنا ۔
6. مرد و عورت کے باہمی تعاون کا رویہ ۔
7. بحیثیت فرد کے عورت کی حیثیت کو تسلیم کرنا ۔
8. تعمیری کاموں میں عورت کی شمولیت کو قبول کرنا ۔
9. عورتوں بالخصوص دیہاتی عورتوں کی طرف رومانوی کے بجائے حقیقت پسندانہ رویہ ۔

عورتوں سے وابستہ وہ منفی رویے جن کی تردید نصاب اور طریقہ تعلیم سے کرنا ضروری ہے ۔

1. عورت کو جھگڑے کی بنیاد سمجھنا۔
2. عورت کے لیے تضحیک آمیز رویہ۔
3. عورت کو محض جنسی آسودگی کا ذریعہ سمجھنا۔

4. عورت کو محض ذریعہ نمائش سمجھنا۔
5. عورت کو محض شے سمجھنا۔
6. عورت کو معشوق محض سمجھنا۔
7. عورت کو محض ذریعہ افزائش نسل سمجھنا۔
8. عورت کی طرف مریبانہ اور حاکمانہ رویہ۔
9. افزائش نسل کو عورت کا تخلیقی منصب سمجھ کر اس کا احترام کرنا۔
10. عورت کو اپنی زندگی کے بارے میں فیصلہ کرنے کی آزادی۔

ان رویوں کی ترتیب کے ذرائع

نصابی ذریعے :

1. موجودہ نصاب کا جائزہ اس نقطہ نظر سے لینا۔
2. نصاب میں ایسے ادب پاروں کے تناسب کو بڑھانا جن سے مذکورہ مثبت رویوں کو خاص طور پر تقویت پہنچے۔
3. موجودہ نصابی کتب سے غور و فکر کے بعد ایسی تمام تحریریں کا اخراج جن سے عورت سے متعلق منفی رویے تعصبات اور تحفظات کے باقی رہنے یا بڑھاوا ملنے کا اندیشہ ہو۔
4. اس نقطہ نظر سے ادبی اور معلوماتی مواد فراہم کرنا، ضمنی کتب لکھوانا۔
5. کلاسیکی ادب کے ایسے نمونوں کے انتخابات جو بلا امتیاز جنس اعلیٰ انسانی قدروں کے آئینہ دار ہوں۔

طریقہ ہائے کار کی طرف رویے

1. مخلوط طریقہ تعلیم پر اصرار۔
2. جماعت اور جماعت سے باہر کے کاموں، تہذیبی سرگرمیوں، تفریحی مشغلوں، تخلیقی سماجی اور فلاحی کاموں میں لڑکوں اور لڑکیوں دونوں کو یکساں مواقع فراہم کرنا اور دونوں کو دعوت عمل دینا۔
3. مندرجہ بالا مشاغل کے ذریعے نوجوان لڑکوں اور لڑکیوں کے صحت مند باہمی رشتوں اور شخصی روابط کے لیے سازگار ماحول پیدا کرنا اور ان کے ذہنوں میں ہر دو جنس کے لیے احترام پیدا کرنا۔

4. مستقبل کے لیے راہ عمل اور انتخاب پیشہ کے تعین کے لیے بلا تفریق جنس اور بہ لحاظ صلاحیت ہنائی کرنا
5. جنس کے متعلق سائنٹفک نظریہ پیدا کرنا اور اس کے لیے سازگار ماحول اور ضروری معلومات فراہم کرنا اور فرسودہ رویوں اور گمراہ کن نظریات کی تردید کرنا۔
6. ایجوکیشنل ٹکنالوجی کے اس سمت میں مناسب استعمال پر زور دینا۔ بالخصوص ریڈیو، ٹیلی ویژن پر اس نوع کے پروگرام پیش کرنا جن سے یہ مقاصد حاصل ہوں۔
7. لڑکوں اور لڑکیوں کو عملی کاموں میں مشترکہ ذمہ داری قبول کرنے کی دعوت دینا اور اس کے لیے ان کو ذہنی تربیت دینا۔

معاون نصابی سرگرمیاں

1. معاون نصابی سرگرمیوں، مثلاً تقریری و تحریری مقابلوں، کھیلوں، ڈراموں، کہانیوں، سیر و سیاحت اور دوسرے مشغلوں میں لڑکوں اور لڑکیوں کی یکساں شمولیت کی حوصلہ افزائی کرنا اور اس کے لیے مواقع فراہم کرنا۔
2. ان سرگرمیوں کے ذریعہ نوجوان لڑکوں اور لڑکیوں دونوں کی انفرادی صلاحیتوں کی تربیت کی شعوری کوشش کرنا اور دونوں کے شخصی نشوونما میں بھرپور مدد دینا۔

بشریات

تثانوی درجہ۔ مبادی اقدار و مقاصد

1. درسی اور ضمنی کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی اور سماجی فلاح، کھیل کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. ایسے تمام تصورات و عقائد کو رد کیا جائے جن سے عورت محکوم اور کمتر ثابت ہوتی ہے۔
3. زندگی کی مختلف سطحوں پر عورتوں کو جو قانونی حقوق حاصل ہیں ان کا شعور پیدا کیا جائے۔

4. عورتوں کی ادبی اور شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
5. ایسی تمام تحریکات اور انجمنوں کی کاوشوں کو نمایاں کیا جائے جنہوں نے عورتوں کو ان کا صحیح مرتبہ دلانے کی طرف توجہ دی ہے۔ مثلاً آل انڈیا ویمنز کانفرنس، فیڈریشن آف انڈین ویمن، حق رائے دہندگی کی تحریک وغیرہ۔
6. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا مرتبہ متعین کرنے کا مطلب، عورت اور مرد کا باہمی تصادم اور تقابل نہیں ہے۔ بلکہ مرد و عورت کا تعاون اور احترام باہمی ہے۔
7. عورت کو ایک الگ اکائی کی حیثیت سے نہیں بلکہ حیاتِ انسانی کے کل سیاق و سباق میں دیکھا جائے۔

فصل في بيان
الصفات
التي
يجب
ان
يكون
عليها
العلماء
والفكره

II. Social Sciences

GEOGRAPHY

INTRODUCTION

INDIA is a unique country and so are her problems. Today it is a nation in transition, a nation on the move. The metamorphosis is slowly and imperceptibly taking place and education is now engaged in preparing the child for a type of society which does not yet exist and is yet to emerge. This preparation depends upon the ingenuity of the teacher and his capacity and capability to create such a climate that could be conducive to promote desirable changes in a child as to free him from the throttling influence of derogatory practices and attitudes. The development of values and attitudes is not an easy task and the teacher needs certain directions and guidelines to accomplish the work assigned to him. The hints given in the pages that follow are a step towards this end so that the teacher is able to present the true status of women, using fertile imaginative approaches, applying new ideas and undertaking new experiments.

OBJECTIVES

1. To promote an understanding of the different elements of physical environment which affect man's ways of living.
2. To help the student realise that man everywhere tries to make the best possible use of his environment including gifts provided by nature to satisfy his needs.
3. To help the students appreciate the role of man, armed with science and technology, in developing the natural resources for raising the standard of living of the people.
4. To help the students understand the variety of ways of living in different parts of the world, leading ultimately to the promotion of international understanding.
5. To help the pupil learn from the experiences of other people and understand their relevance to India to find out how we in India can develop our resources.
6. To develop an appreciation of the value of co-operative effort at the local, national and world level.
7. To acquaint the students with the political map of the world, location of different countries and

major resources of products entering into international trade.

8. To develop an ability to use the tools of geography e.g. maps, globes, charts, atlases, photographs, etc.
9. To acquaint the students with elementary methods of study by geography.
10. To help the student understand the interdependence of various geographical regions.
11. To widen the awareness of the child of his place in the world in relation to the universe in the context of the technological advancement in the space age.
12. To develop an awareness in the pupil of the rapidly growing population and its impact on the quality of life.

VALUES

1. Equality of opportunity in all productive work contributes to national development and optimum participation of both sexes is a pre-requisite for nation-building.
2. Dignity of labour is involved in every task undertaken for personal or collective good.
3. Understanding of the positive role and contribution made to the socio-economic system by women in different regions of the world.
4. Understanding the impact of economic development on the status of women in different regions and *vice versa*.
5. Women's participation is essential for socio-economic development in any region.
6. Rejection of the values of consumerism and emphasis on need-based consumption.
7. Rejection of the values of dependence of women.
8. Rejection of the practices and tradition in society which are derogatory to the interest of women.
9. Rejection of the conservative ideas about the capacities and capabilities of women.
10. Understanding the trends of sex-ratio, *viz.*, labour force, wage policy and educational and other facilities.

<i>Class</i>	<i>Values and Attitudes to be developed</i>	<i>Topic/Content/ Textual Material</i>	<i>Learning Experiences/ Activities</i>	<i>Evaluation</i>
I—II	<ol style="list-style-type: none"> 1. To help the child appreciate equal responsibility of male as well as female members of the family for a successful living. 2. To help the child appreciate the interchangeability of roles in a family. 	<p>Our family</p> <p>Our School Our Neighbourhood</p>	<p>Observation of:</p> <ul style="list-style-type: none"> —Work distribution —Responsibilities at home <p>Observation and discussion</p> <ul style="list-style-type: none"> —many people work to maintain a school or other institutions —all members of school are inter-dependent 	<p>Observation and recording</p> <p>Observation, questioning</p>
III	<ol style="list-style-type: none"> 1. To help the child understand the great diversity of physical environment and resultant economic activities in different regions stressing non-segregated social relationship of man and women. 2. To help the child understand the traditional and contemporary force that operates to the disadvantage and advantage of women. 	<ol style="list-style-type: none"> 1. The world we live in 2. Life in neighbourhood 3. Life in different States 4. Means of transport and communication 	<ol style="list-style-type: none"> 1. Discussion in classroom 2. Organising exhibition 3. Showing films 4. Visiting different parts of regions 5. Depicting maps, photos showing the participation of women in different activities 	
IV	<ol style="list-style-type: none"> 1. To help the child appreciate the composite culture of our nation and help to develop an attitude of esteem and respect for all. 2. To understand the positive contribution made to the economic system by women in different regions. 3. To analyse the nature of exploitation of working people in general and women in particular and react to these conservative values in our society. 	<ol style="list-style-type: none"> 1. Our country—natural regions 2. Resources and their development 3. Means of transport and communication 	<ol style="list-style-type: none"> 1. Interviewing different persons belonging to different regions 2. Use of pictorial charts and maps 3. Through classroom discussion 4. Celebration of national days/festivals 5. Showing educational films 6. Organising/visiting exhibitions 	<ol style="list-style-type: none"> 1. Observation 2. Oral questioning 3. Assignment work

Class	Values and Attitudes to be developed	Topic/Content/ Textual Material	Learning Experiences/ Activities	Evaluation
V	<ol style="list-style-type: none"> 1. To help the children understand contributions of various groups of men and women to the cultural, scientific and political development of different regions. 2. To appreciate the traditional as well as modern values of life establishing the balance between the two for over-all good of the society in every region. 3. To bring out the interdependence of the people of different regions/communities. 	<ol style="list-style-type: none"> 1. Studying the globe and map of the world 2. Many ways of living 3. Our shrinking world 4. Understanding the changing world 	<ol style="list-style-type: none"> 1. Viewing life in different regions 2. Comparing different maps showing different aspects with a view to highlight the relationship between man and his changing environment <p>Gathering information about different regions from different sources and classifying them. Studying the trade pattern</p>	<ol style="list-style-type: none"> 1. Assignment work 2. Collection work 3. Observation 4. Written and oral tests—recording the change in the attitude of the child
VI and VII	<ol style="list-style-type: none"> 1. To help the child understand the impact of economic development on the status of women and <i>vice versa</i>. 2. Women are to be equal partners for a healthy and successful development of region. 3. Analysis of population characteristics of different countries emphasising the availability of opportunities for women. 	<ol style="list-style-type: none"> 1. Asia 2. Africa 3. Australia 4. South America 	<p>Discussions bringing out difference/similarities in geographical phenomenon with a view to find out the reasons for the same</p> <p>Exclusive use of diagrams/maps/photographs, illustrating the status of women in its true perspective</p> <p>Collecting information about different regions and their comparison</p> <p>Preparation of simple maps illustrating the contribution of women in different spheres</p>	<ol style="list-style-type: none"> 1. Written tests 2. Map work 3. Discussions, debates 4. Observing the attitudinal change in the child's behaviour and

Class	Values and Attitudes to be developed	Topic/Content/ Textual Material	Learning Experiences/ Activities	Evaluation
			Showing films of different regions/cultures/communities highlighting the role of women, thus providing a chance to the children to compare it with their own culture	finding out the degree of awareness created
VIII	1. To help the child understand the impact of economic development on the status of women and <i>vice versa</i> .	1. Europe	1. Discussions bringing out differences/similarities in geographical phenomena with a view to find out the reasons for the same.	1. Written Tests
	2. Women to be equal partners in all the developmental and progressive activities/movements in the region.	2. India in detail	2. Extensive use of diagrams/maps/charts/photographs, illustrating the status of women	2. Map work
	3. Analysis of population characteristics of different countries emphasising the availability of opportunities for women.		3. Collecting Information	3. Discussions/debates
	4. Equality of opportunity in all productive work, contributions to national development and optimum participation of both the sexes is a pre-requisite for nation-building.		4. Preparation of simple maps illustrating the contribution of women in different spheres	4. Observing the attitudinal change in the child's behaviour and finding out the degree of awareness generated
			5. Showing films of different regions/cultures/communities highlighting the role of women, thus providing a chance to children to compare it with their own culture	
			6. Conducting all-India tours for this purpose	

HISTORY

INTRODUCTION

HISTORY forms an important part of diversified curriculum of general education for the first ten years of schooling. The course in history up to this stage is, therefore, aimed at acquainting the pupil with important trends and developments in the history of India and that of the world. The teaching of history in a proper way provides scope to promote the status of women as desired. Moreover this ancient land of ours has a rich cultural heritage which provides a vast explorable horizon for the students of history and a teacher can make use of all this for elevating the status of women.

OBJECTIVES

1. The status and the role of women in the historical development of the society must be projected.
2. Women's contribution towards the growth of civilization and culture is to be highlighted.
3. Various distorted facts of history relating to women have to be avoided.
4. The generic term 'Man' should be replaced with terms like 'human beings', 'individuals', 'person' or 'people' or 'society' for a more wholistic approach.
5. The status and the role of women in the development of world culture is a global issue.
6. The unique feature of our country, namely, unity in the midst of diversity, be properly emphasised.

FOR CLASSES I TO V

Major Idea	Content	Attitude	How
1. Women as well as men have played an important role in the development of civilisation.	Biographical narrations of the past and present of stories of eminent scientists, saints, poets, writers, social reformers etc.	Cooperation Scientific attitudes	Attitudes are caught and not taught. We may deliver sermons and sermons and these may not be of any use to the students. We may have a rich content material but if it is not taught properly it may not become meaningful. Effective technique of teaching is equally important. Story-telling, illustrations, celebration of important days, collection of pictures and writing brief notes under those pictures. Emphasis on patriotic songs, poems, dialogues etc., children's literature (produced by NBT and NCERT), scrap-books, etc. may be laid.
2. Women play important roles in the development of different aspects of culture, viz., religion, literature, art, science, political field, etc.	Biographies of eminent personalities from world history.	(a) Interdependence between different members of the society (b) Respect and pride of one's culture	Dramatisation, role-playing -do-
3. (a) Women have participated effectively in the freedom movement of India.	Certain crucial phases of the history of freedom movement in India.	(a) Patriotism and urge for liberation	-do-
(b) The role of women from different parts of India to be highlighted.	Emphasis on freedom movement in North as well as South.	(b) To promote national integration (c) Tolerance	-do- -do-

FOR CLASSES VI, VII AND VIII

<i>Major Idea</i>	<i>Content</i>	<i>Attitude</i>	<i>How</i>
1. If proper facilities are provided women can contribute as effectively as men in all-round development of the country.	Different aspects of the society and culture in different periods	<p>(a) Exploitation of women and other weaker sections of the society, inhuman practices adopted towards them in any period of history need to be abhorred.</p> <p>(b) Tolerance and democratic functioning</p> <p>(c) Developing critical attitude</p>	<p>1. Lecture-cum-discussion method</p> <p>2. Display material</p> <p>3. Narration of stories</p> <p>4. Dramatisation and role-playing</p> <p>5. Dialogues and discussions</p> <p>6. Quotations</p> <p>7. Celebration of important days and festivals</p> <p>8. Display and map work</p> <p>9. Chart-making</p> <p>10. Visits to places of historical and national importance</p> <p>11. Debates and declamation contests</p> <p>12. Talks in the morning assembly both by teachers and students</p> <p>13. Extension talks/lectures by V.I.P.'s. Same activities as mentioned in 1 to 13 above</p>
2. In the past women could not contribute as much as they should have because they were socially and economically exploited by the society.	Attempts made to ameliorate the conditions of women in different periods	<p>(a) Equality of opportunity for all</p> <p>(b) Respect for manual labour</p> <p>(c) Interdependence of different members of family/society</p>	<p>14. In co-educational schools opportunities may be provided for equal participation of boys and girls in various activities e.g. beautification of the school campus, running school cooperative shop, honesty shop, management of small savings scheme, etc.</p>
3. There is a great importance of the social and economic emancipation of women for the general progress of a country and for human equality.	(a) Reform and Bhakti Movements and legislations to remove social evils like untouchability and caste-system,	(a) Scientific attitude	15. To depict contemporary picture of the Indian society, novels and stories written by writers viz. Munshi Prem

Major Idea	Content	Attitude	How
	<p><i>sati pratha</i>, child marriage, infanticide, children's employment, wasteful spending on post-death ceremonies, etc.</p> <p>(b) Special mention of social reformers and Sufi saints.</p>	(b) Respect for human values	<p>Chand, Rabindranath Tagore, Bankim Chandra Chatterji, Sharat Chandra Chattopadhyaya may be exposed to the children</p> <p>16. Illustrations of social reformers such as Swami Dayanand Saraswati, Raja Rammohan Roy, Mahatma Gandhi, Ambedkar, Ishwar Chander Vidya-sagar, Keshav Chandra Sen, etc., may be given</p>
In the struggle for independence of our country women played an important role.	Fundamental Rights and other provisions as provided in our Constitution	<p>(a) Respect for national symbols</p> <p>(b) Respect for secularism and casteless society</p> <p>(c) Tolerance and democracy as a way of life</p>	<p>17. Biographies and autobiographies of eminent social reformers</p> <p>18. Contributions of Madame Curie, Florence Nightingale, Joan of Arc and Mother Teresa to human welfare and happiness may be explained. Activities mentioned at points 1 to 14 above.</p> <p>19. Illustrations of freedom fighters such as Rani Lakshmi Bai, Madam Cama, Sarojini Naidu, Annie Besant, Smt. Indira Gandhi, Kasturba Gandhi, Capt. Lakshmi Bai of INA, etc., may be given.</p> <p>20. Study of the Indian Constitution</p> <p>21. Acquaintance with the National Anthem and the National Symbols</p>

CIVICS

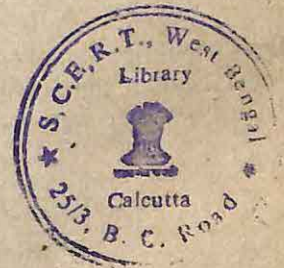
INTRODUCTION

The following general values should be inculcated in the children through the teaching of Civics.

1. Emphasis should be laid on the proper projection of the status of women in the political development of the nation.
2. Any remark denigrating the status of women should be deleted.
3. The contribution of women should be viewed not in isolation but as an integral part of the total freedom-struggle, framing of the Constitution and the development of a free and modern India.
4. Women's contribution towards the all-round development of the nation is to be highlighted.
5. The role and contribution of some eminent women of India and other countries such as Ahilya Bai, Razia Sultana, Rani of Jhansi, Sarojini Naidu, Aruna Asaf Ali, Indira Gandhi, Margaret Thatcher, Smt. Bandernaike, Smt. Golda Mier, etc., should be included.
6. While referring to eminent women care has to be

taken for mentioning the names of some of the less known women whose contribution is quite considerable in the freedom struggle or administration of the country and in other spheres and seeing that they are not neglected.

7. While discussing the general rights, special mention of the rights of women should be made in order to develop awareness of the legal rights of women.
8. Through the teaching of Civics special emphasis is to be made on the political and legal rights of women.
9. Women have to be made more and more politically conscious, specially in rural areas.
10. It may be emphasised that the gap between theory and practice in the enjoyment of legal and political rights has to be bridged. It is to be seen that women enjoy these rights in reality.
11. Other rights of women provided by the Charter of Human Rights may be highlighted.
12. Women's role in eradicating social evils and customs has to be emphasised.

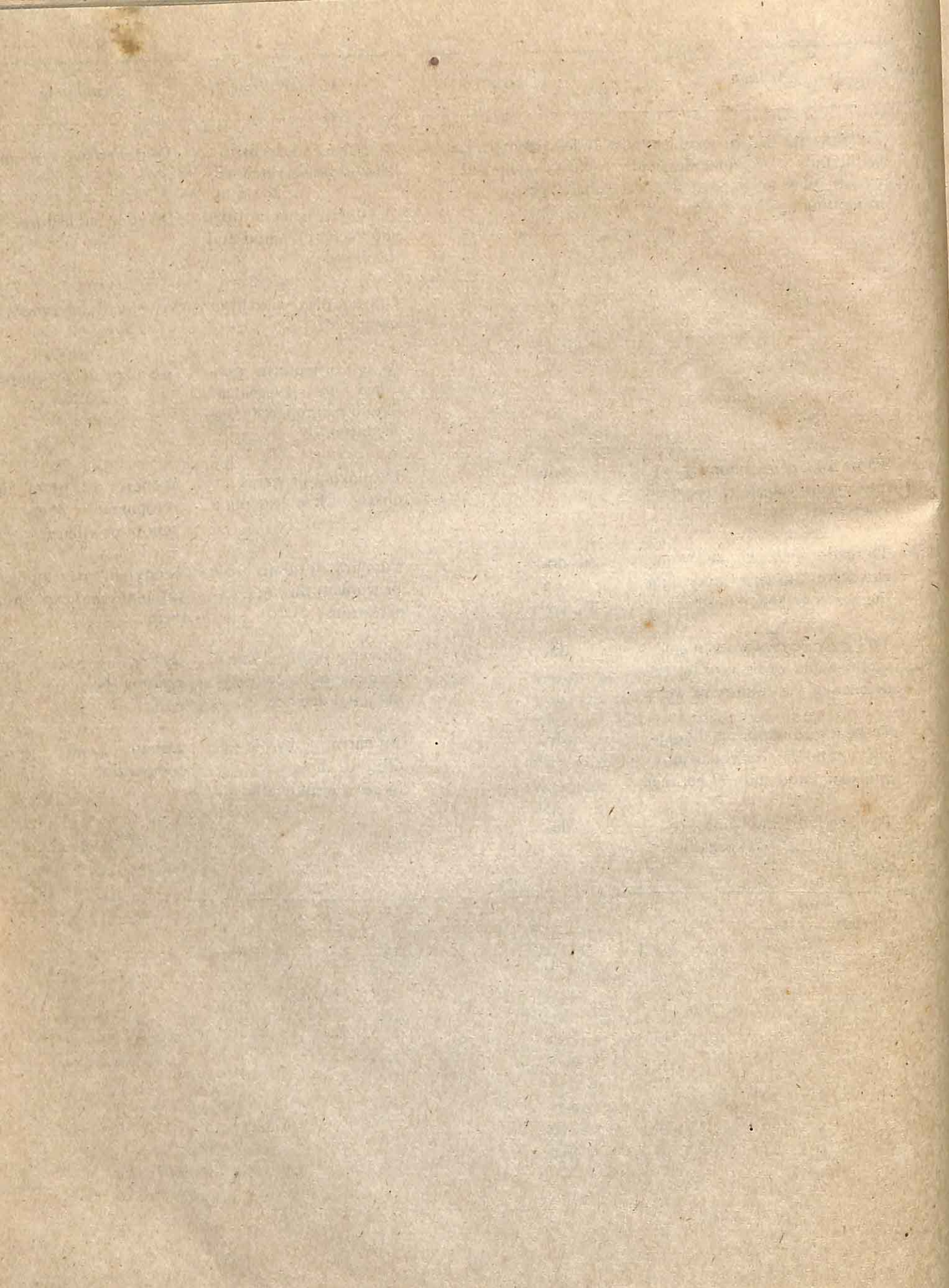


<i>Class</i>	<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
III	<p>Awareness of the fact that the girls should be provided with equal educational facilities along with boys.</p> <p>Women are as efficient workers as men in all fields, as leaders or doctors or engineers or social workers.</p>	<p>Civic amenities</p> <p>Our school Health facilities Fair price shops Post and Telegraph Village Panchayats</p>	<p>Through illustrations given in the books and by giving examples in the classroom the major ideas can be explained to the students by the teachers.</p> <p>A chart showing a woman participating in a panchayat meeting may be shown in the class.</p>	
IV	<p>Women have played important role in freedom struggle.</p> <p>Women have equal political and legal rights and they exercise the same judiciously.</p> <p>Women's active participation with men in all walks of life is necessary.</p>	<p>We govern ourselves</p> <p>(i) Our struggle for freedom (ii) Our Constitution (iii) Our Union Government (iv) Our national festivals</p>	<p>The principle of equality of sexes may be followed at the time of the election of the House Captains, President of the Students Council or class monitors, etc., in the school.</p> <p>Students should not be differentiated on the basis of sex. Capability to hold the office should be the basis of selection.</p>	
V	<p>Women can also project country's image in international affairs in the right perspective.</p> <p>There should be equal educational facilities and opportunities for boys and girls.</p>	<p>United Nations</p>	<p>Example of Smt. Vijaya Lakshmi Pandit can be given.</p> <p>Girl students should effectively take part in the U.N. day celebration in the schools and so on.</p> <p>In the school where parent-teacher association has been formed the question of giving proper weightage to the education of girls may be discussed to inculcate desirable attitudes in the parents.</p>	
VI	<p>To develop the attitude that we all are Indians without any distinction of male or female.</p>	<p>India is a vast country with many religions, languages, castes, etc.</p>	<p>Political and physical map of India</p> <p>Charts</p>	<p>By observing the behaviour in the classroom, playground and at the time of functions in the school.</p>

<i>Class</i>	<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
	Cooperation and mutual help make life easy.	Our daily needs like food, clothes, shelter cannot be met only by ourselves without the help of others.	Examples of daily life Short Stories Arrangement of various activities in the school	
	To develop the idea in the minds of students that both men and women have contributed to their best in the progress and development of the civilisation.	Story of the primitive man and evaluation of civilisation.		
	To develop the sense that family is the basic unit of civic life and father and mother both contribute to the welfare of the family.	Family	Through illustrations and examples in the classroom by the teacher	
	To develop the attitude that for the betterment of the society, education for girls is as important as education for boys	The village women		
VII	To show equal respect to women freedom fighters who took active part in the national movement with men.	How we made our Constitution	Names of some less known women freedom fighters to be highlighted along with the names of women like Sarojini Naidu or Sucheta Kripalani, etc., and photographs of Vijaya Lakshmi Pandit, Sarojini Naidu as members of the Constituent Assembly may be shown.	
	Respect towards those women who were members of the Constituent Assembly.			
	To emphasise the fact that men and women of India are equally responsible in achieving the goals of the Constitution.	How we govern ourselves What our ideals are Chief features of our Constitution	In any illustration depicting the Preamble or describing the chief features of the Constitution women should also be shown with men.	
	To realise the fact that the Fundamental Rights guaranteed by the Constitution are to be enjoyed by men and women on equal footing.	Our Fundamental Rights and Duties	In illustration highlighting the Fundamental Rights and Directive Principles women should also be referred to.	Each child may be asked to bring information about the cases in their locality where girls are denied education.

<i>Class</i>	<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
	Girls have equal rights with boys to have free and compulsory education up to the age of 14.	Directive Principles of State Policy	In the Parent-teacher association meetings question of giving equal weightage to the education of girls may be discussed.	
	To emphasise the fact that men and women work side by side in the law-making bodies of the country.	Our law-making bodies Our Parliament	Illustration showing women voters Photographs of women M.P.'s and M.L.A.'s	
	Awareness of the fact that women are actively engaged in the administration of the country. Men and women get equal legal protection.	How laws are executed Our courts	Photographs of women jurists	Students may be asked to narrate such cases when women have been given adequate legal protection.
	Women are competent enough to occupy judicial posts.		Reference to cases where women have been given proper legal protection by the courts.	Students may be asked to find out the names of women judges in the High Courts of the States.
VIII	To identify the problems of the country and share the responsibilities together.	Independent India, achievements and challenges	Supplementary material in the form of stories, poems, outlines, dramas or one-act plays should be used by the teachers to inculcate desired attitudes.	Through observation chart the change in behaviour of the students may be judged.
	To have faith in democracy and democratic values.	-do-		Extent of students' help in organising and participating in social and educational activities may be assessed.
	To be aware of their citizenship rights.	-do-	Visual illustrations, maps, chart of human rights, chart of legal and political rights of women, pictures of eminent political and social women leaders to be made available in the school or should be included in the textbooks.	Participation in class and school election by both sexes may be evaluated.
	To have sound belief that better education helps nations to progress.	-do-		
	To realise the fact that women's education is a must for the success of democracy.	-do-		
	To realise that women are also fit for professional and technical jobs.	-do-		

<i>Class</i>	<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
	To be aware that poverty leads to the failure of democracy and women play an important part in fighting against it.	Independent India, achievements and challenges.	<p>Stories of social evils should be narrated.</p> <p>Album of news-cuttings should be prepared and displayed.</p> <p>One-act plays should be organised.</p> <p>Album of pictures published in newspapers should be prepared and displayed.</p>	<p>Oral and written questions</p> <p>Debates and lectures</p> <p>Visits and interviews</p> <p>Use of wall newspaper</p>
	To be aware that cooperation and participation is required for success.	-do-	Displaying progress charts of five year plans.	Preparation of a development plan of school or village
	To realise that men and women can serve the army and fight the war together.	-do-	Planning in family (role of women) through narrations.	Study of developmental plans and explaining them
	To be aware that women can sacrifice and work hard for the defence of the country as well.	-do-	Showing of films, film-strips on military training, civil defence, etc.	By writing poems and reciting the same
	To be aware of our neighbouring countries, their customs and social and cultural heritage.	-do-	By narrating heroic deeds of the armed forces and individuals.	Debate and essay competition
	To have faith and respect towards international organisations.	-do-		-do-



III. Mathematics

MATHEMATICS

INTRODUCTION

MATHEMATICS is the mirror of civilisation. The aims and objectives of teaching mathematics have changed according to the needs of the society. In the ten-year school curriculum, the aims of teaching mathematics are to enable the students to cultivate a mathematical way of thinking, to quantify their experience of the world around them, to understand the process of applying mathematics in real life situations, to stimulate them to study mathematics on their own and to develop a taste and feeling for mathematics.

The aims mentioned above clearly indicate the socialisation of mathematics and organisation of day-to-day socialised arithmetical projects on experimental basis. Keeping the above views in mind, an effort has been made in this teacher's handbook to highlight the status of women on the basis of identified values. Problem-solving techniques have been used to solve the day-to-day domestic problems of economic values. The problems framed have been made to root out the evils of the society e.g. the dowry system, extravagant expenses on death ceremonies and festivals.

The problems in the book are suggestive in nature. It is expected from the enthusiastic teachers to make more such type of problems for practice in the classroom. The teachers are advised to highlight the identified values commensurate with the status of women through classroom activities, such as discussion, story-telling, dramatisation, etc.

In short, the teacher's handbook provides a good scope for the mathematisation of the identified values of the status of women. The efforts will be doubly awarded if our teachers use it in a right perspective for the benefit of the womenfolk in particular and progress of the nation in general.

OBJECTIVES

1. Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family.
2. Dignity of work in all walks of life should be reflected through exercises projecting computation of time, labour and energy consumed at each job.
3. Growing participatory role of women in all walks of life must be reinforced and failure in participation must reflect on loss of labour force.
4. Indications of social, economic and cultural changes to be knit in mathematical exercises so as to imprint change indicators for raising aspiration level.
5. Mathematics teaching must emphasise logical thinking so as to discover evils of dowry system and bride price and bring out the importance of small family norm from the point of view of family welfare.
6. Decision-making competence in both boys and girls should be equally developed through mathematics teaching.
7. In the context of equality of opportunities, to highlight, through mathematical data, the fact that women can shoulder responsibilities equally.
8. To help in the eradication of social evils such as dowry, death ceremonies, etc., by highlighting their arithmetical aspects.
9. To minimise the allurements for gold, silver and valuables and to cultivate the attitude of increasing the national resources by depositing the savings in banks.
10. The biographies of women mathematicians and their contributions should be highlighted.

ELEMENTARY STAGE

(Classes I—VIII)

<i>Projection of Ideas Commensurate with the Status of Women</i>			
<i>What</i>	<i>Where</i>	<i>When</i>	<i>How</i>
1	2	3	4
To minimise the domestic extravagance by understanding its arithmetical aspects.	Class II	While teaching addition of Money	On account of price rise, Hamida saved Rs. 10 on sugar, Rs. 4 on kerosene oil and Rs. 8 on ghee per month, by cutting her domestic extravagance. In all, how much did she save per month?
	Class III	Multiplication	By cutting extra domestic expenses Sadhna's mother saved Rs. 60 per month, How much did she save in one year?
To develop the capacity to solve day-to-day life problems by appropriate methods.	Class III	Measurement	Sushma bought 5 litres of milk at the rate of Rs. 2.50 per litre. How much did she spend? Usha purchased 6 kg. of mustard oil at the rate of Rs. 12.50 per kg. How much did she have to pay?
Each member of the family to contribute according to his/her might towards family prosperity and welfare.	Class III	Addition, Multiplication	Raju and Renu help their mother in home management for 2 hours daily each. For how many hours per week do they help jointly?
Home management to be understood as joint responsibility of all the members of the family.	Class III	Hours and Minutes	Due to mother's illness, Mary and her elder brother had to work at home daily for 2 hours 15 minutes and 3 hours 45 minutes respectively. How much more time did the elder brother work daily as compared to his sister?
To highlight through mathematical illustrations, that both the sexes have equal rights in the family property.	Class III	Division	Amer Chand, at the time of death, left a wealth of Rs. 48,000 for his two daughters and one son. If they shared equal money, how much money did each get?
To help in the eradication of social evils such as dowry, death ceremony, etc., by highlighting their arithmetical aspects.	Class IV	Division	Purnima's father Gopal Singh was sentenced to a fine of Rs. 450 by a court for the offence of offering a dowry at the time of her marriage ceremony and her father-in-law Mohan Lal to a fine of Rs. 1350 for the offence of accepting the dowry. How many times more did Mohan Lal have to pay in comparison to Gopal Singh?

1	2	3	4
	Class IV	While teaching Interest	Kamala deposited Rs. 1200 in a bank, at the rate of 9% per annum. This money should have been spent on the death ceremony of her father-in-law. Opposing the community she decided to educate two handicapped children through a school. How much will each child receive per month?
	Class IV	Interest, Percentage, Multiplication and Division	(i) Balwant Kaur is employed in a bank and her monthly salary is Rs. 750 per month. She deposited 9% of her salary in a Savings Bank Account. How much money does she deposit in 6 months.
	Class IV	Division	(ii) If Balwant Kaur wishes to purchase a sewing-machine costing Rs. 675 find the period of her monthly saving.
(i) To minimise the domestic extravagance by understanding their arithmetical aspects	Class V	Interest	During a year, Gauri saved Rs. 300 from her pocket money. She deposited this amount in a Savings Bank Account for 5 years at the rate of 5% per annum. How much interest will she receive? If she deposits the amount in a limited company for 5 years at $12\frac{1}{2}$ % per annum, how much interest will she receive?
(ii) Decision-making competence. To help minimise the allure-ment for gold, silver and valu-ables so as to increase the national resources by depositing savings in a bank.	Class V	Interest	On winning a lottery, Kalpana received a prize of Rs. 10,000. She decided not to purchase silver and gold jewellery from this amount and deposited it in a nationalized bank for 5 years at the rate of 9% per annum. How much interest will she receive in 5 years?
To let children distinguish between hoarding and use of money.	Class V	Multiplication, Division	The bank loaned the amount deposited by Kalpana to the State Government for constructing a road. Now, Kalpana and her friends daily go to their school on this 3 km. long road on bicycles. If Kalpana cycles at 5 km. per hour how much time will she take in going to and returning from the school?
To highlight through mathemati-cal illustrations that both the sexes have equal right in the family property and pinpoint the advantages of a small family.	Class V	Area, Division	A farmer has two daughters and one son. He has a rectangular field length and breadth of which are 300 m. and 180 m. respectively. He divides this field, equally, among the three children. Calculate the area of the field each will get? If the farmer had only one daughter and one son, what area of the field would they have got?

To emphasise the usefulness of joint responsibilities, participation and equal commitment of all the members of the family in the management of work at home and outside through mathematical illustrations.

Class V

Percentage

To highlight the existence of equality of opportunities in all walks of life leading to the realisation of the responsibilities to equal participation in the development of nation through mathematical problems.

Class VI

Ratio and Percentage

To inculcate the habit of saving regularly from the income to safeguard the future of the family.

Class VI

Percentage

In the context of family welfare programmes, to make them aware of the proper age for marriage and child birth, through mathematical data and illustrations.

Class VI

Ratio

To inculcate the habit of saving regularly.

Class VII

Ratio

To help children appreciate the idea that both the sexes have equal rights in the family property, through mathematical illustrations.

Class VII

Area

Abida spends every day 3 hours in cooking food, 1 hour in washing clothes and 2 hours in shopping. Her son Rahim and daughter Nuri take up the responsibilities of washing clothes and 25% of the cooking time respectively. How much time does she spend now on the above household tasks daily? Calculate her leisure-time thus earned by the help from the children.

Mary works as an executive in a company and her monthly salary is Rs. 1250. She spends 15% of her salary on her daughter's Medical Course and 10% of her salary on her son's Engineering Course. In all what amount does she spend on their studies per month? Also, calculate the ratio of the amounts spent on the two courses.

Rukhsana works in a watch factory and her monthly salary is Rs. 650. She saves 10% of her salary every month. What amount will she be able to save in one year? If she deposits this amount in a bank at 6% simple interest per annum what amount will she receive at the end of 2 years?

Aruna was married in 1970 at the age of 25 years. The years of births of her daughter and son are respectively 1973 and 1975. What will be the ratio of the ages of:

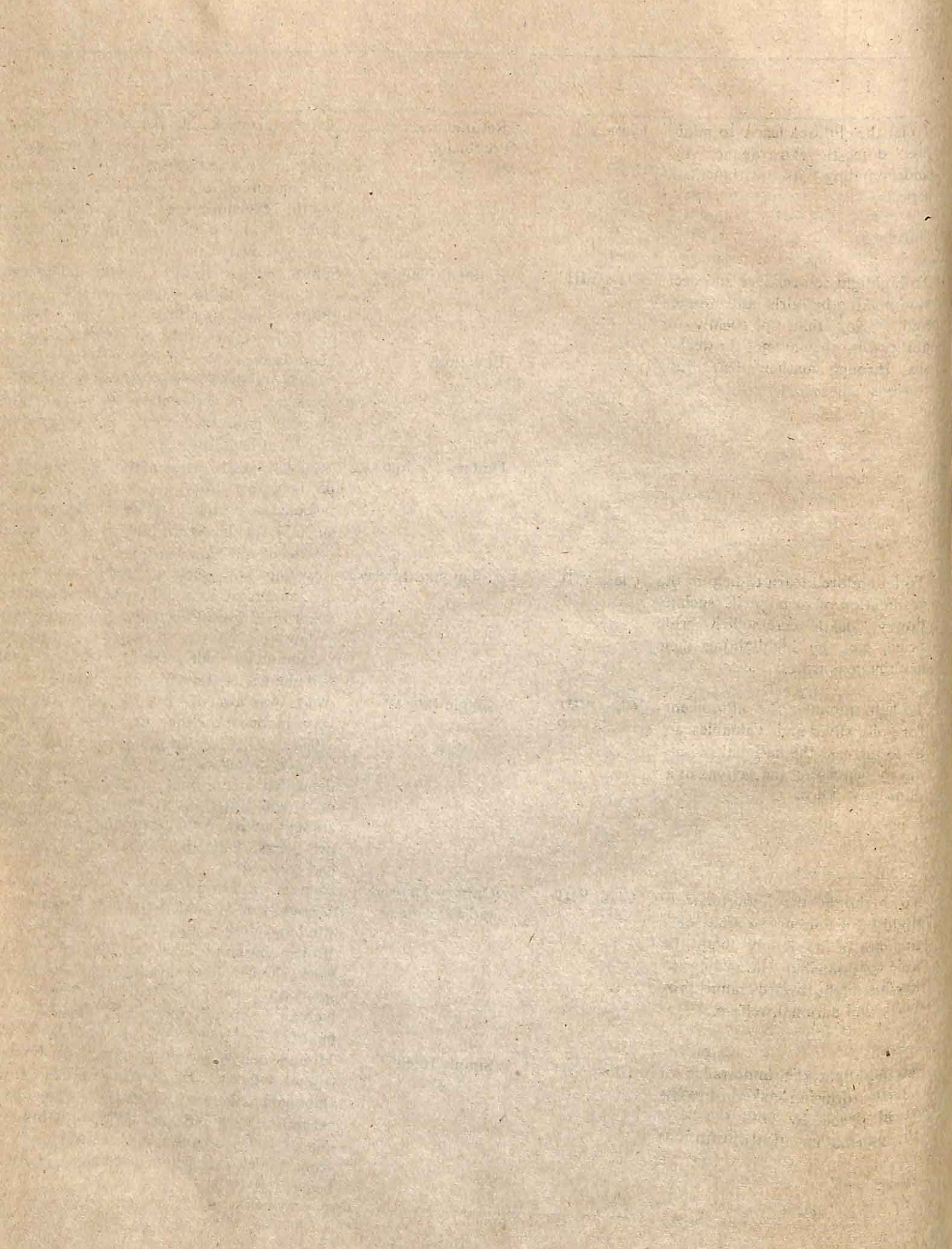
(i) Aruna and her daughter in 1980?

(ii) Aruna and her son in 1980?

Prabha, Seema and Dolly are employed in a watch factory. Every month they save some amount from their salary. After some time Prabha's amount is double that of Dolly and Seema's amount is half that of Dolly. If the difference of the savings of Prabha and Seema is Rs. 180, find the amount that Prabha and Seema have.

Ganga Din has a rectangular piece of land which measures 360 m. by 170 m. He distributes it equally among his two daughters and one son. If land revenue has to be paid at Rs. 450 per hectare, find the revenue that each of them has to pay?

1	2	3	4
To let the children learn to minimise domestic extravagance by understanding its arithmetical aspects.	Class VII	Ratio and Proportion	Kamla spends Rs. 30 per month on sugar at a given price. The price is increased in the ratio 5:6 and Kamla decides to curtail the consumption of sugar so that the monthly expenditure on sugar remains the same. Find the ratio of the two sugar consumptions.
To highlight self-reliance and decision-making by girls and women and, also, that, physically or ability-wise they are not the weaker sex, through mathematical illustrations.	Class VIII	Rational Number Equations Unitary Method	Sunita spends two-fifths of her salary on food, one-tenth on education of her two children and one-fifth on rent. What part of her salary is she left with? Hamida pays Rs. 17.10 for a ticket for herself and her six-year-old son from Delhi to Agra. If children under twelve are charged half fare, find the single full fare from Delhi to Agra. Sunita drives a car at a uniform speed of 65 Km. per hour and covers a certain distance in 8 hours. How much time will she take for the return journey if the speed is reduced to 52 km. per hour?
To let children learn to help in the eradication of social evils such as dowry, death ceremonies, bride price, etc., by highlighting their arithmetical aspects.	Class VIII	Compound Interest	Resisting the society, Sheila deposited an amount of Rs. 3,000, which was to be spent on the death ceremony of her father-in-law, in a bank at 5 per cent per annum compounded half-yearly. What amount will she get at the end of one year?
To help minimise the allurements for gold, silver and valuables so as to increase the national resources by depositing the savings in a bank/post office.	Class VIII	Simple Interest	Amita was awarded a cash prize for bravery in encountering the dacoits in her village. She decided not to purchase gold or silver jewellery from this amount and deposited it in a bank at 6% annual rate of simple interest. If she got a total amount of Rs. 5600 from the bank after two years, find the cash prize that she had received?
To highlight the importance of dignity of labour so that each member of the family might be able to contribute according to her/his might towards family property and national welfare.	Class VIII	Unitary Method and Percentage	Hamida, after spending 6 hours daily in house work, is able to spend 2 hours in stitching clothes and earns some money. If her husband helps her in the house work, she is able to save 25% of her time spent on house work and thus is able to increase her family income by Rs. 120 per month. What is her total earning per month?
To highlight the importance of sharing decision-making process at all levels by both the sexes through mathematical illustrations.	Class VIII	Simple Interest	Mohan receives a sum of money as bonus from his factory. He decides to deposit this amount in a company where it will treble in 15 years. But his wife Savitri suggests to him to deposit it in a bank where it doubles in 7 years. Which is the better investment, interest being simple?



IV. Sciences

SCIENCES

PRIMARY CLASSES

Value 1	Unit/Topics 2	Ideas to be Projected 3	How to Project the Idea 4
Various functions performed by different members of the family are of equal importance.	The family (structure of the family and functions of the members of the family)	A family should be projected as a unit in which the various jobs are performed by different members. The idea of the division of labour among the members of the rural/urban family should be pointed out.	The teacher may ask the child to find out about the jobs performed by each member of his family. The teacher may draw illustrations from small nuclear family, big joint family (both rural and urban) highlighting the functions performed by the different members of the family (including working mothers) to show that various jobs are of equal importance.
Equality and equal abilities for performing various functions by men and women.		It is to be emphasised that the division of labour mentioned above is the fact quite often reversed, men doing work at home and women going out for marketing or for working in the farm, factory or office. Equal importance should be given to the work done by mother and daughters in the house, and father and sons outside. The roles can be interchanged or shared as and when need arises. Women should not feel inferior because they do household work. Boys should not feel that it is below their dignity to do any household work normally.	The teacher may show pictures/film strips/slides of men and women performing similar jobs. Examples may be drawn from the experience of pupils.
Physical attributes and differences do not reflect superiority or inferiority.	Our body	The differences in size and weight are purely individual and are due to age, sex, environment and heredity. <i>Complexion varies from individual to individual and is modified by the environment. These characteristics do not make a person superior or inferior. These</i>	The teacher should ask boys and girls to perform same jobs, e.g. bringing a glass of water, cleaning the classroom, etc.
			Girls and boys should be given equal opportunities to play same games.

differences establish individuality, and help performance of certain functions to different degrees. The teacher should not discriminate between boys and girls; but take note of individual differences in capacities and aptitudes.

Pets and domestic animals

Physical attributes and differences do not reflect superiority or inferiority in the animal world.

Through discussion following the text

In animal world there is nothing like superiority or inferiority based on structural differences of sex. Illustrations of the cow and the bull, the cock and the hen performing different roles which are equally important in their own system. In the same way in the case of dogs both the male and the female are equal.

The school

Equality of opportunity for boys and girls in all walks of life. Sex-bias should be minimised in curricular and co-curricular activities by encouraging both boys and girls to participate in maintaining the cleanliness of the school, looking after the lawn and tending the plants.

Sometimes it is found that girls are not given opportunity for participating in games and sports and are compelled to participate in music and dance. Sometimes girls feel shy and hesitant to participate in certain games and activities. The complex can be overcome by encouragement to come forward and participate in such activities. On the playground mixed teams should be encouraged. In the class the boys and girls should not be segregated in seating arrangement.

Joint responsibility and equal participation of sexes.

Plants and animals around us

Both men and women participate equally in looking after kitchen garden and pets.

The children should be encouraged to work on a common plot and raise plants and also look after their pets.

Through discussion

Physical attributes and differences do not reflect superiority or inferiority.

Living things

Physical attributes and differences do not reflect superiority or inferiority in the animal world. In the animal world there is nothing like superio-

		<p>rity or inferiority based on structural differences of sex. Illustrations of the cow and the bull, the cock and the hen performing different roles which are equally important in their own system. In the same way in the case of dogs both the male and the female are equal. This should be the operational mode of human societies.</p>	
Similarity exists between the sexes in their fundamental functions.	Our body, food and health	In gross physiology no apparent differences exist between the sexes e.g. respiration, nutrition, circulation, nervous coordination, etc.	Through discussion and dissection of a frog, if feasible
Need-based food for the members of the family.		Whatever food is available to the family, it should be distributed according to the needs of the individual members. Women should not ignore their own food requirements. Special food requirements for pregnant women, nursing mothers, growing children, ailing members of the family.	Through discussion
All individuals of society are jointly responsible for the maintenance of the environment.	Erosion and how to check it	Problems created by over-grazing and indiscriminate felling of trees should be highlighted. It may be pointed out that both men and women are responsible for this. Therefore, both men and women should be aware of the danger and take active steps to restore and maintain the environment.	Through activities given in the book (chapter)
Need-based food for the members of the family.	Our body and food	There is a basic similarity in the skeletal and muscular structure in men and women. Basic food requirements are also similar for the growth and development of male and female human body.	Through discussion of the text

Similarity exists between the sexes in their fundamental functions.

Keeping the house is the joint responsibility of all the members of the family.

Our health and sanitation

Control and prevention of communicable diseases is a joint responsibility of all the members of the community and family members.

There are differences in the bone and muscular structure in boys and girls. These merely enable them to do different activities with various degrees of efficiency. For running a home, collective output is more important than individual output. This difference specializes them for particular jobs, all of which are equally important.

The various types of food are equally necessary for growth and maintenance of the body of all.

Washing of clothes, cleaning of utensils to be shared by both boys and girls. The job of cleaning is not for women only. While cleaning jobs at home are done by women, in restaurants, roads, lawns and public places it is often the males who do them. The roles can be reversed as and when necessary.

Men and women tend to rely upon superstitions about some communicable diseases. This ignorance should be removed by providing scientific information. Although mothers can be tender nurses, especially for their own children, they should however be informed about the hazards of communicable diseases and their prevention.

Through discussion of the text

Illustrate through examples mentioned in the chapter. The children should be encouraged to participate in various types of jobs.

Through discussion following the text.

MIDDLE SCHOOL : CLASSES VI-VII

Value 1	Topic 2	Ideas to be projected 3	How to Project It 4
Basic knowledge and skill is equally required and applied by men and women.	Measurement	<p>All members of the family including women use various types of measurements. Measuring the quantity of food, length of cloth, reading of thermometers, etc., demand the same degree of accuracy. In the use of thermometer, administration of medicines, tailoring, crafts, using precious metals and many others, a high degree of accuracy is required.</p>	<p>The teacher may project the ideas through following discussion: Parents go shopping. Shopkeepers measure articles of daily requirement. The mother takes out measured quantities for daily use. Does she measure accurately? When and why does she need to measure accurately? When the cloth is cut either in the house by the mother/sister or by tailor, is it necessary to measure accurately? Children may be asked to find out the different types of measurement carried out by each member of the family.</p>
	Separation of substance	<p>Respect for the skills of measurements used by mothers and grandmothers should be cultivated.</p> <p>Most of the methods of separation of substances of daily use (house/shops/fields) are applied equally by men and women.</p>	<p>The teacher may draw examples of various methods of separation from the daily life, e.g.</p> <ol style="list-style-type: none"> (1) <i>Use of sieve</i> for cleaning grains (2) <i>Handpicking</i> of grains (3) <i>Filtration</i> of tea and coffee (4) <i>Precipitation</i>: <ol style="list-style-type: none"> (i) for making <i>paneer</i> (ii) for purification of water by using alum (5) <i>Separation</i> of butter from butter milk (6) <i>Decantation</i> of clean surface water from a pot of muddy water which has been allowed to settle. <i>Decantation</i> of tea when a strainer is not available. (7) <i>Evaporation</i> for making <i>kheer</i> and <i>khoya</i> from milk. The drying of wet clothes.

Motion, force and pressure

The laws of motion, force and pressure are equally applicable to all. The basic knowledge and skills pertaining to these principles are required by both men and women in their daily life, e.g. men and women both participate either jointly or individually in almost all sports and games which require physical ability.

Some examples of application of motion, force and pressure in the household are listed below and may be used as illustrations:

(a) *Motion*: Churning of milk by churner is an example in which the hands move in linear motion whereas the wheel moves in rotational motion. In sewing-machine the rotational motion of wheel is converted to translatory motion of sewing-needle. Grinding-wheel and the swing (*Jhoola*) are examples of vibrational motion.

(b) *Force*: For frictional force the examples of scrubbing, striking match, sharpening knife and cleaning vessels should be cited.

(c) *Pressure*: Cooking by pressure, use of knife and cutters, syringe (*Pichkari*), handpump, cycle pump and grinding stone, etc., should be used as illustrations. In illustrating motion, force and pressure through games and sports, women's events may be highlighted. It may be mentioned that achievement will differ from individual to individual.

Simple Machine

Use of simple machines, e.g. scissors, tongs, etc., may be stressed keeping in view that these things are equally used by men and women.

Women drawing water from well, using spinning-wheel, sewing-machine, common balance, grinding-stones and wheel, etc., should be used as examples. Children may be made to note down the various simple machines used by the family members, categorising them as used by both sexes, used by women only and by men only.

(a) Equality in ability and qualities of men and women.

(b) Biological differences do not mean inequality.

The Living World (Dangers for species, Uniqueness of man)

Structure and functions in plants and animals (Parts of some common animals)

Man in this chapter is a human being in general. Most of the abilities are equally well exhibited by men and women.

Biological differences need not mean inequality. Men and women contribute to society equally but may not be in identical manner.

Just as the heart and the brain are equally important and complementary for the functioning of the body as a whole even though they perform different physiological functions, in the same way men and women are both equally necessary for the perpetuation of the human society. Other examples to make the points clear can be cited from the illustration of a maize plant, where if the male flowers are removed, seeds cannot be formed. Hence both male and female flowers are needed for seed formation.

Example of domestic hen etc.,

Need-based provision of food for the members of the family.

Food and health

Women are important as they look after the diet of the family. Each person should know the importance of the balanced diet. Women who prepare and serve food to the whole family neglect their own diet.

The teacher may ask the children to make a list of the things they and their mothers take at the breakfast, lunch and dinner and then analyse what nutrients they are getting.

It is the duty of all the family (including the woman herself) to see that food is distributed according to the need of the person. Growing children, pregnant women, nursing mothers and sick persons need special diet.

Responsibility for maintaining the balance of nature rests on all the members of the community.

Man's dependence on plants and animals and the balance in nature

Men and women are dependent not only on plants and animals but also on other members of the society. It is the equal responsibility of both men and women to maintain the balance of nature.

Through discussion of the content of the text.

Wasteful exhibitionistic use as against need-based consumption.

Energy

Economy in use of fuel/energy in the household is a joint responsibility.

Through discussion of the textual material. Economy in energy consumption may be emphasised.

Numerous attributes of human body develop as adaptations or as individual traits.

Adaptability to environment

Physical attributes such as body weight, skin colour, height, etc., are the attributes which develop in response to the climate, topography, altitude, etc., as individual traits.

Discussion of textual contents.

Basic knowledge and skills are equally required and applied by men and women.

Pressure and buoyancy

Principles of pressure and buoyancy have universal application. These applied aspects relate to daily life and specialised activities are undertaken by both men and women.

Examples of certain techniques used in the household, wherein the principles of buoyancy and pressure are applied may be given. For example, the checking of eggs by immersing them in water. The rotten eggs float because the upward thrust due to buoyancy of water on eggs is more than the downward thrust of eggs. In the case of good eggs the downward thrust exceeds the upward thrust of buoyancy. The reason is the difference of mass/volume in the eggs in the two cases. the rotten eggs containing more gas due to decomposition.

In the deep frying of *puris*, *jalebis* and *pakorras*, etc., at first the materials sink in the hot oil as they have high water content (water is heavier than oil) which increases the volume. While frying the material becomes lighter and hence floats. The cook thus knows that the material has been fried.

The need and capability of imbining scientific attitude are equal in men and women.

Heat and its effects

Imperceptibly, both men and women follow all or some of the methods of science such as experimentation, observation, logical conclusions and applications in their daily life. The idea that women are less scientific/objective is basically wrong. The apparent superstitions, prejudices, etc., are only due to their social isolation.

The idea may be projected through discussion. For example, women in the kitchen develop knowledge and skill through experiences, use of various types of vessels, the shape and size of vessel to be used for a particular purpose and the correct temperature and time required for such processes as setting of curd. They in fact observe and perform experiments to adjust the time, placement of the material in response to temperature to get satisfactory results.

Certain traditional practices have been time-tested and it is not necessarily true that the modern version of the same is always better or *vice versa*.

Transfer of heat

Some of traditional uses and practices are time-tested and have not to be discussed without reason. Similarly all traditional practices should not be accepted blindly.

The following example may be given: Use of cast iron frying-pan as opposed to stainless steel ones; iron saves fuel wastage as it is a better conductor of heat than steel and prevents localised heating. The use of iron vessels also results in food getting supplemented with micro-quantities of iron which is necessary for health. However, excessive and prolonged use may result in health injury. Stainless steel has the advantage that it is easily cleaned. Therefore, one should investigate the scientific background of a particular tradition and weigh the advantages and disadvantages before accepting or rejecting it. Some examples of time-tested techniques used in traditional cooking are the following: the use of ash or leaving of the soot on the bottom of the cooking pot ensures more absorption of heat. The use of wooden handles for kitchen spoons 'tawa' and frying pans demonstrate the difference of conductivity of heat in metals and wood.

Awareness of the occupational hazards and preventive measures concern both men and women.

Light and optical instruments

Men and women, whether they work outside the home or inside, may develop same disabilities but due to different reasons. Both men and women need to take equal care. It is usually observed that in the case of men time-to-time check-up of the eyes is done whereas the women who work in the house are usually neglected. Men and women both need regular physical check-up. Difference between male and female voice is because of the pitch and is not a sign of superiority or inferiority.

An awareness for preserving and care of the eyesight has to be created even among those who only do housework. The poor light develops bad eyesight. Similarly a woman or craftsman may do so by cleaning grains or doing needle work in improper light. Natural weakening of eye sight due to age is often neglected by women.

Men and women have equal potentials.

Vibrating bodies and sound

Illustration of singers and musicians of both sexes to be given such as Bade Gulam Ali Khan, Subhalaxmi, Gangabai Hangal,

Basic knowledge and skill are equally required and applied by men and women.

Water, Acids, bases and salts

Male and female singers are both liked equally by the audience. They also have equal potentiality to play on instruments.

Kitchen has all the characteristics of a chemistry laboratory. For this reason women as much as men need knowledge in these areas (water, acids, bases and salts) as they are of everyday use to them, e.g. the making *sherbet*, pickles, jams, jellies, etc., setting of curds, use of soaps, detergents and proper use of vessels. The two sexes also are required to know their application for specialisation jobs like laboratories, factories and workshop.

Amir Khan, Begum Akhtar, Mubarak Begum, Sidheswari Devi, Hirabai Barodekar, Ravishankar, Joya Biswas, Allaudin Khan, Rajan (Mrs.) D.K. Pathmal, M.L. Vasanthakumari, J.N. Balsubramaniam, etc.

The teacher may give examples from daily experience of household activities:

- removing the stamp by various methods.
- cleaning the brass and copper by lemon tamarind (acids).

There is equal responsibility and contribution of both sexes in maintaining the population level. They have an equal role in decision-making.

Human population

The teacher should define the term 'population' and project the equal roles played by men and women in the maintenance of the population level. Therefore, the two sexes should have equal rights in decision-making process in all matters.

Through discussion based on the textual material

Preservation and judicious use of natural resources is the joint responsibility of men and women.

Pollution

Both sexes should be aware of the roles they play in causing and controlling pollution and the role they can play in harnessing the natural resources to the best of their advantage.

Through discussion

The perception and appeal of colours are the same for both sexes. The difference is culture bound.

Light and colour

The use of colours varies from person to person and is not a symbol. In our society mainly women use colour for make-up whereas there are societies, as for example some tribal societies, where the colour is used by men for dress and decoration. There are colours which are harmful to the human system and should be avoided. There should not

Project through discussion and through examples

The teacher should emphasise the judicious use of colours in eatables and soft drinks.

The use of electricity and maintenance of electrical gadgets is the joint responsibility of the family members.

Electricity

Electrical energy

be any stigma attached to the use and rejection of such colours. We use colours for interior and exterior decoration. The blending of colours should satisfy the aesthetic sense, as for example, in the process of dyeing.

Examples of household electrical gadgets and appliances should be cited where men and women can use them with equal efficiency. Stress should also be laid to encourage women to undertake the day-to-day maintenance of these appliances. The conservation of energy is a joint responsibility.

Electric iron, heater, room heater, mixers should be shown which are used in day-to-day life. Means of conserving energy through simple acts—like switching off lights, fans, heaters etc. when not required may be mentioned. In village situation earthen oven, multi-purpose *choola* etc. can be mentioned as a means of conserving heat by using little fuel.

Given an opportunity women can contribute to science equally as men.

Structure of atom

Madame Curie worked along with her husband and because her husband realised her potential and gave her encouragement to work it was easier for her to prove her potentialities. Similarly her daughter Irene Juliot Curie also worked with her husband Frederic. Other women scientists are Dixie Lee Ray, Liza Meither.

Nuclear energy and Radiation

Both boys and girls should be made aware of the health hazards from radiation in general and X-rays in particular, especially for the pregnant women. However unfounded fear of radiation should be discouraged.

The teacher should illustrate the point by the help of photographs and pictures.

Basic complementarity of the sexes.

Reproduction

Lower forms of life are sex-free, yet they reproduce. Highlight the reasons that have led to sex dimorphism. Advantage of sex dimorphism etc. should be discussed.

Through discussion.

General similarity of cell and tissue system despite differences at individual level.

Cells and tissues

Differences in gross structures are not accompanied by essential differences in cell and tissue structure. Difference between the male and the female is controlled at chromosomal level. All gametes produced by women are alike, but those produced by men are of two types. As such it is the male gamete who is responsible for the birth of boys and girls; blame on women is therefore uncalled-for.

Through discussion of text and showing charts

Social taboos and misconception regarding female physiology sometimes demean the status of women.

Reproduction

For instance menstruation is a natural phenomenon in women who are normal. She should however take care of her hygiene during this time as she is prone to certain infections during this period.

Through discussion: Examples from plants like maize etc. (mentioned already)

Highlight the reasons that have led to sex dimorphism. Advantage of sex dimorphism etc. should be discussed.

Basic complementarity of the sexes

The teacher need not entertain any inhibition while teaching about reproductions.

Heredity is determined by both parents.

Growth and development

The similarity and the differences between children and their parents are controlled by the genes that they carry.

Through discussion following the text

Both the mother and the father are equally involved in determining the characteristics of a child. Men and women are equally responsible for the birth of children with genetic disorder. Several genetic defects are the result of chromosomal variability. Women should not alone bear the blame for such disorders.

Basic complementarity of the sexes.

Organic evolution

In organic evolution both females and males have survived through selection. The differences between the sexes have been perfected and accepted in evolution. Any discrimination between the sexes is therefore artificial.

1	2	3	4
Home Management is a joint responsibility of all the family members.	Materials	The concept of consumerism leading to women becoming prosperity symbol must be rejected and need-based consumption must be emphasised.	Example: Different waste material should go in different containers. Example: Chutneys and other sour materials are not stored in brass vessels.
	Materials-II	<ol style="list-style-type: none"> 1. Judicious disposal of waste materials by men and women is as important as their use. 2. Traditionally women are conscious of the fact that different type of materials are to be stored in different vessels. 3. Conspicuous display of gold or other precious metals is against the national development. <p>Indiscriminate use of synthetic fibres should be discouraged. As for example use of synthetic clothes in the kitchen can lead to fire accidents. Similarly plastic materials should be kept away from fire.</p>	As for example, some precious metals like silver and gold find use in medicine and electronic industries. Display of precious stones and metals do not raise the status of a person and also it is not a prosperity symbol. Indiscriminate use of synthetic fibres should be discouraged. The teacher can demonstrate the inflammability of different types of fibres. He can discuss the ideas to be projected through examples. Pieces of different fibres can be burnt and the result matched.
Equality of opportunity in all walks of life for equal participation in the development of the nation.	Agricultural practices and implements	Agricultural operations are facilitated by the cooperation of men and women. This is equally true for the household job.	The teacher may illustrate the idea by citing the example of both men and women working in the farm.
	Our crops		Transplantation, husking, etc., are mostly done by women, while men plough the field, women sow the seeds.
	Improvement of crop production		

APPENDICES

Appendix I

RECOMMENDATIONS OF THE NATIONAL SEMINAR ON THE STATUS OF WOMEN

1975-1976

THE three-day national seminar on *Identification of Values Commensurate with the Status of Women for Incorporation in School Textbooks* which was held under the joint auspices of the NCERT and the A.N.S. Institute of Social Studies, finalised the following items at the summing up sessions of the seminar.

Objectives

- I. In the educational system, areas of home management should be projected as joint responsibility of all the members.
- II. Dignity of labour must find reflection while taking care of the roles performed so that men and women develop respect for the roles performed inside and outside home.
- III. Dependence of girls and women as a traditional value must be rejected, from which it follows that emphasis has to be laid on equal commitment for work at home and outside, by both the sexes.
- IV. Equality of opportunity in all walks of life must lead to the realization of the responsibility to equal participation in the development of the nation.
- V. Women should be able to attain their fulfilment by getting conscious of their rights and abilities.
- VI. Decision-making process at all levels from family to society being shared by both the sexes must be emphasised.
- VII. Systematic understandings and campaigns against all practices degrading sexes in matrimony e.g. dowry and bride price must be organised.
- VIII. The concept of consumerism leading to women becoming prosperity symbol must be rejected and need-based consumption must be emphasised.
- IX. Women should not be projected as sex symbols and dignity of persons is to be promoted so that women become self-reliant, self-propelled and self-directed instead of being continuously protected.

In the light of these objectives the literature at the school level must be scanned and new literature must emerge with these values being reflected.

Political Science

1. Awareness of citizenship rights, duties and abilities, that women effectively participate in public life.
2. Adequate projection of women's role in the freedom movement.
3. Awareness of legal rights of women.

Economics

Concept of work be redefined so that domestic work is also considered a productive economic activity, thereby discouraging sex disparity in gainful employment.

Demography

Keeping in view the decline of females in the sex ratio in the country's population which reflects neglect of the female population, it need adequate projection that womenfolk is as important as menfolk.

Geography

Role diversification should be taken care of in area studies in the light of geo-ecological conditions.

History

1. True status of women in historical development must be projected.
2. Women's contribution towards the growth of civilisation is to be highlighted.
3. Distorted versions of facts of history relating to women have to be avoided.

Sociology

1. Family should be treated in such a way as to bring out its functioning as a corporate system with joint responsibility.
2. Family as an institution should not be underplayed in respect of the changing status of women.
3. As marriage is the foundation of a healthy family life, variety of different marriage systems should be understood so that the mutual understanding and spirit of partnership is developed between the couple.
4. All rituals including dowry and bride price degrading the status of women should be avoided.

Science

1. Science education should be environment-based.
2. Science and technology do not degrade status of women as it has been proved that genetically or ability-wise women are not the weaker sex.
3. The teaching of science be made imperative for girls.
4. Scientific knowledge of human physiology is a must for boys and girls.
5. Age of marriage must be carefully planned.
6. Science education should be supported by parent education so that the incongruence between school teaching and its application at home is reduced.
7. Obscurantism with regard to sex, food, etc., should be removed.
8. Those women who take professional training should see that their talents are not wasted.

Mathematics

1. Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family.
2. Dignity of work in any walk of life should be reflected through exercises projecting computation of time, labour and energy consumed at each job.
3. Growing participatory role of women in all walks of life must be reinforced and failure in participation must reflect on loss of labour force.
4. Indications of social, economic and cultural changes to be knit in mathematical exercises so as to imprint change indicators for raising aspiration level.
5. Mathematics teaching must emphasise logical thinking so as to discover evils of dowry system and bride price and bring out the importance of small family norm from the point of view of family welfare.
6. Decision-making competence in both boys and girls should be equally developed through mathematics teaching.
7. In the context of equality of opportunities, to highlight through mathematical data that women can shoulder responsibilities, equally.
8. To help in the eradication of social evils such as dowry, death ceremonies, etc., by highlighting their arithmetical aspects.
9. To minimise the allurements for gold, silver and other valuables and to increase the national resources by depositing in the saving banks.
10. The biographies of women mathematicians and their contributions should be highlighted.

Humanities

1. Textbooks and supplementary readers in English, Hindi and regional languages at the school stage should be scrutinised from the point of view of the status of women so as to delete all references that denigrate their status.
2. In the supplementary readers as well as in language readers biographies of women in different walks of life, such as freedom fighters, sports women, explorers, statesmen and scientists should be included.

3. The various myths about the subordination of Indian women drawn from images of middle class should be exploded. The reality about the bulk of the women about the Indian countryside should be brought to light.
4. The legal rights of women in different spheres should be emphasised.
5. The contributions of women writers, poets and novelists should be highlighted.
6. All corporate efforts made for raising women's status, suffrage movements and the work of the AIWC should be highlighted.
7. Care must be taken to see that the main objective of the new status of women is to generate a spirit of cooperation with the other sex and not of confrontation. While cooperation, competition and conflict occur in all societies, the conflict between sexes or between the generations should not be highlighted. These books should also contain a corrective description of all broken homes resulting from hasty divorce, if it has to take place.
8. Women should be viewed not in isolation but as part of the total situation.

Fine Arts

1. Any disabilities suffered by women in the domain of music either in learning or practising it, should be done away with. In painting, sculpture and dance women should not be projected as sex symbols. The purpose of these arts should be to enable women to realise themselves.
2. The fact that men also have a share in performing arts like dance (both folk and classical) should be highlighted.
3. A better image of an artist should be projected as nowadays many unviable stereotypes are associated with artists such as painters, dancers, poets or film stars.
4. Efforts should be made to inculcate love for fine arts among both men and women. Such children's literature as magazines for boys and girls should also be scanned after eliminating references denigrating the status of women. Though this falls outside the sphere of the tasks set for the seminar, it was felt that children are influenced in a big way by such literature and efforts must be made at whatever level possible to influence the mass-media and children's journals in this direction.

Appendix II

(i) CONTRIBUTORS TO THE DEVELOPMENT OF THE MATERIAL

Languages

I. English

1. Dr. J. Sethi
Director
Regional Institute of English
Chandigarh
2. Smt. Pratibha Nath
E-33, East of Kailash
New Delhi
3. Ashok Mathur
Govt. High School
REN. (Distt. Nagaur)
Rajasthan
4. Dr. D.C. Aggarwal
Department of English
University of Rajasthan
Jaipur (Rajasthan)
5. D.P. Kharb
Principal
Kendriya Vidyalaya
Delhi Cantt.
6. H.C. Katyal
Principal
Bhartiya Vidya Bhawan's Public School
BHEL, Ramchandrapuram
Hyderabad (A.P.)
7. Smt. P.V. Mehrotra
Central Institute of Education
University of Delhi
Delhi
8. Smt. Sushma Verma
State Institute of Education
Roopnagar
Delhi
9. Atifa Rifat
S. Master English
Govt. Hr. Sec. School
Kothi Bagh
Srinagar (J & K)
10. Manzoora Yasin
S. Master English
Higher Secondary School
Kothi Bagh
Srinagar (J & K)
11. Shameem Akhtar
S. Master English
Govt. Hr. Secondary School
Amiakadal
Srinagar (J & K)
12. Smt. Sarla Bhat
Higher Secondary School
Nawa Kadal
Srinagar (J & K)
13. Soma Zalpuri
Higher Secondary School
Nawa Kadal
Srinagar (J & K)
14. Chuni Jotshi
Higher Secondary School
Nawahatta
Srinagar (J & K)
15. Smt. N. Kumar
D.E.O., T.V. Branch
Directorate of Education
Defence Colony
New Delhi
16. Bhajan Singh
Govt. Basic Training School
Verka (ASR)
17. Km. K.D. Bisaria
Principal
Govt. Girls Training School
Bareilly (U.P.)
18. Smt. Kumudini P. Bharshankar
Teacher
Ethel Gordon Jr. College of Education
424, Rasta Peth
Pune
19. D. Rudracharya
Lecturer, S.I.E.
D.S.E.R.T.
Basavanagudi
Bangalore
20. Chhaya Day
Research/doctoral
Candidate/Solurribia, University
Indian Institute of Education
Pune
21. Smt. Sarla Zutshi
Higher Secondary School
Nawahatta
Srinagar (J & K)

II. Hindi

1. Smt. Nasira Sharma
Jawaharlal Nehru University
New Delhi

2. Dr. (Km.) Rama Singh
Reader
University of Jodhpur
Jodhpur (Rajasthan)
3. Dr. Anil Upadhyay
Delhi College
Ajmeri Gate
New Delhi
4. Dr. Baldeo Prasad Mehrotra
State Institute of Hindi
Varanasi (U.P.)
5. Jaipal Singh 'Tarang'
Jamia Millia Islamia
New Delhi
6. Smt. Kiran
Central School
Indian Institute of Technology
New Delhi
7. Dr. Madhur Malti Singh
University of Delhi
Delhi
8. Smt. Mohini Shah
Govt. Girls Hr. Secondary School
Nawakadal
Srinagar (J & K)
9. Smt. Prana Swaroop
Govt. Hr. Secondary School
Kothi Bagh
Srinagar (J & K)
10. Smt. Prabha Kaur
Govt. Girls Hr. Secondary School
Amirkadal
Srinagar (J & K)
11. Smt. Urmil Luthra
Municipal Corporation of Delhi
Delhi
12. Gauri Dutt Sharma
Principal
Govt. Junior Training College
Agra
13. Dr. A.K. Pandey
W.B.T.I. Tansen Road
Gwalior (M.P.)
14. Dr. (Km.) S. Kapoor
Asstt. Professor
State Institute of Education
Madhya Pradesh
Bhopal
15. Dr. (Km.) Swadesh Nayar
Principal
Govt. Girls Sr. Sec. School
Netaji Nagar
New Delhi
16. Smt. Gian Wati Johri
Govt. Girls School
Amethi (U.P.)
17. K.D. Pandey
Kendriya Vidyalaya
I.I.T.
New Delhi

III. Sanskrit

1. Dr. Phohpendra Kumar
19/22, Shakti Nagar
Delhi
2. Dr. H.N. Mishra
B-23/3, Shakti Nagar
Delhi
3. Smt. Urmila Bhatia
Govt. Girls Hr. Sec. School No.2
Kidwai Nagar
New Delhi
4. Dr. Vidyavidhi Pandey
2/10-B, Jangpura B
New Delhi
5. Smt. S.P. Goel
State Institute of Education
Roop Nagar, Delhi
6. Dr. Raj Lakshmi Verma
Deptt. of Sanskrit
University of Allahabad
Allahabad (U.P.)
7. Km. S.A. Nachane
M.S. University of Baroda
Baroda (Gujarat)
8. Smt. Khemlata Bai
S.M. Girls Hr. Sec. School
Kothi Bagh
Srinagar (J & K)
9. Smt. Khemlata Kaul
S.M. Girls Hr. Sec. School
Nawakadal
Srinagar (J & K)
10. Dr. Ranjana Tiwari
Lecturer in Sanskrit
Allahabad University
Allahabad
11. Dr. Rama Shankar Vyas
Senior Research Fellow
Deptt. of Sanskrit and Pali
Faculty of Arts
Banaras Hindu University
Varanasi

IV. Urdu

1. Begum Agha Ashraf Ali
Dy. Director, Girls Education
Srinagar, Kashmir
2. Salma Firdous
Senior Master in Urdu
Higher Secondary School
Kothi Bagh
Srinagar (J & K)
3. Qurat-U-ain
Master (Pol. Science)
Higher Secondary School
Kothi Bagh, Srinagar
4. Halima Mufti
Govt. Hr. Sec. School
Sopore, (J & K)

5. Tahina Gowker
Master (Urdu)
Higher Secondary School
Amira Kadal, Srinagar
 6. Shahzada Yaseen
Principal
Hr. Secondary School
Amira Kadal
Srinagar (J & K)
 7. Zubeda Khatoon
Headmistress
Girls High School
Chattabal
Srinagar
 8. Sadiga Aziz
Master
Girls Higher Secondary School
Nawakadal, Srinagar
 9. Hassmer Akhtar
Principal
Higher Secondary School
Nawakadal, Srinagar
 10. Afaq Ahmed
Lecturer
Regional Engineering College
Srinagar
 11. Dr. Mohammad Ayub
Department of Urdu
Kashmir University
Srinagar
 12. Maulana Hai
Principal
Safa Kadal School
Srinagar, Kashmir
 13. Shaharyar
Deptt. of Urdu
Aligarh Muslim University
Aligarh
 14. Smt. Shafiqua Farhat
Deptt. of Urdu
M.L.B. Girls College
Bhopal (M.P.)
 15. M.K. Usmani
Jauria Hr. Secondary School
Jamia Millia Islamia
New Delhi
 16. Dr. (Km.) Sughra Mehdi
Deptt. of Urdu
Jamia Millia Islamia
New Delhi
 17. Dr. Shafiqur Rehman Kidwai
Centre of Indian Languages
Jawaharlal Nehru University
New Delhi
 18. Dr. Qamar Rais
Deptt. of Urdu
University of Delhi
Delhi
 19. Prof. Sajida Zaidi
Deptt. of Education
Aligarh Muslim University
Aligarh
 20. Khalid Mahmood
Jamia Hr. Sec. School
Jamia Nagar
New Delhi
 21. Shrimati Razia Sajjad
Jawaharlal Nehru University
New Campus
New Delhi
- Social Sciences*
1. B.L. Kaul
State Institute of Education
Srinagar (J & K)
 2. Km. Abha Mathur
Govt. College
Ajmer (Rajasthan)
 3. Dr. Satish Bajaj
Punjabi University
Patiala (Punjab)
 4. C.L. Verma
Kendriya Vidyalaya
Delhi
 5. C.S. Krishna
State Institute of Education
Delhi
 6. K.G. Tiwari
Asstt. Professor
S.I.E., Madhya Pradesh
Bhopal (M.P.)
 7. S.K. Parakh
Lecturer
V.S.P.S. College
Ajmer (Rajasthan)
 8. S.K. Inani
Headmaster
Govt. Secondary School
Chauru
Jaipur (Rajasthan)
 9. M.M. Dixit
P.G.T.
Demonstration School
R.C.E.
Ajmer (Rajasthan)
 10. Shri Rastogi
Sawan Public School
Delhi
 11. Prof. Urmilla Phadnis
Jawaharlal Nehru University
New Delhi
 12. Smt. Rastogi
Sawan Public School
Delhi
 13. Prof. S.C. Tela
Principal
S.J.T. College
Ranawas, Pali
(Rajasthan)

14. Prof. Sheila Bhalla
Jawaharlal Nehru University
New Delhi
15. P.P. Jalan
Lecturer
Deptt. of Economics
Banaras Hindu University
Varanasi (U.P.)
16. J.C. Sharma
Lecturer, Deptt. of Economics
V.S.P.S. College
Ajmer (Rajasthan)
17. Prof. M.L. Sharma
Head, Deptt. of Sociology
Veterinary College
Hissar (Haryana)
18. Dr. K. Gopal
Institute of Advanced Study
Meerut University
Meerut
19. K.L. Gupta
Lecturer
Govt. College
Ajmer
20. Dr. (Km.) Sunitee Dutt
Prof. of Education
Faculty of Education (C.I.E.)
Delhi
21. Dr. (Smt.) P. Vijayavargiya
Lecturer
State Institute of Education
Madhya Pradesh
Bhopal
22. Smt. Krishna Kumari
Evaluation Officer
State Institute of Education
Gurgaon
23. Smt. Sohinibahen
Lecturer
College of Women
Ellisbridge
Ahmedabad
24. Smt. M.N.K. Dalal
Education College for Women
Ellisbridge
Ahmedabad
25. J.S. Deol
Senior Lecturer
State Institute of Education
Solan
26. Joginder Kumar
Lecturer
State Institute of Education
Gurgaon

Mathematics

1. Prof. K.C. Sharma
Head
Deptt. of Mathematics
University of Rajasthan
Jaipur

2. Dr. Aruna Kapoor
Jamia Millia Islamia
New Delhi
3. Smt. S. Narula
Lecturer
University of Rajasthan
Jaipur
4. S.L. Jain
Lecturer
Teacher Training College
Ajmer
5. Dr. M.C. Gupta
Mathematics Department
University of Rajasthan
Jaipur
6. P.K. Ahuja
Lecturer in Mathematics
State Institute of Education
Bhopal
7. Smt. J. Mushran
Lady Irwin Hr. Sec. School
New Delhi
8. Banwari Lal
Deptt. of Mathematics
University of Rajasthan
Jaipur
9. Dr. Asha Rani Singhal
Reader in Mathematics
Centre of Advanced Studies
Meerut University
Meerut (U.P.)
10. O.P. Vinodha
Deptt. of Mathematics
University of Rajasthan
Jaipur
11. R.K. Jain
Principal
Central School
Rajasthan, Jaipur
12. B.K. Garg
Central School
Rajasthan
Jaipur
13. M.M. Dixit
P.G.T.
Demonstration School
Regional College of Education
Ajmer
14. T.C. Gupta
A.V. Aids
State Institute of Education
Gurgaon
15. M. Sarvamangala
Lecturer
DSERT
Bangalore
16. Smt. D. Kaplash
Headmistress
Delhi Public School
'F' Block, East of Kailash
New Delhi

17. N.N. Shrivastava
Lecturer
State Institute of Education
Jabalpur (M.P.)
18. Smt. Nagam Krishnan
Junior Teacher
Delhi Public School
East of Kailash
New Delhi
19. Dr. K.L. Ariya
Lecturer in Mathematics
Regional College of Education
Ajmer

Science

1. Smt. Anima Bannerjee
T.G.T.
Kendriya Vidyalaya
I.I.T., New Delhi
2. Smt. Rekha Bahal
P.G.T.
Kendriya Vidyalaya
I.I.T.
New Delhi
3. S. Peswani
P.G.T.
Kendriya Vidyalaya
I.I.T.
New Delhi
4. Dr. D.P. Mittal
Jr. Science Counsellor
Science Branch
Link Road, Karol Bagh
New Delhi
5. B.S. Tanwar
Sr. Science Counsellor
Hakikat Nagar
Delhi
6. S.B.S. Tyagi
Instructor
Science Institute
Lajpat Nagar IV
New Delhi
7. Smt. Jai Shree Sharma
Scientist (C.S.I.R.)
Deptt. of Chemistry
University of Delhi, Delhi
8. Dr. (Smt.) Bharati Bhatt
Biology & Agricultural Division
Bhabha Atomic Research Centre
Bombay

9. R.K. Mehta
Sardar Patel Vidyalaya
New Delhi
10. Dr. Jaweed Ashraf
Associate Professor
School of Life Sciences
Jawaharlal Nehru University
New Delhi
11. Dr. (Smt.) Anjali Mukerjee
Associate Professor
School Environmental Science
Jawaharlal Nehru University
New Delhi
12. Smt. V.B. Mani
Senior Lecturer in Biology
State Institute of Science Education, Punjab
1010/22-B
Chandigarh
13. Dr. R.S. Ambasht
Reader in Botany
Banaras Hindu University
Varanasi
14. Krishan Murari Goyal
Junior Lecturer
Govt. Teacher Training College
Ajmer
15. Dr. K.B. Singh
Professor
State Institute of Science
Education
Allahabad (U.P.)
16. N.S. Madhava Rao
Lecturer
DSERT
Bangalore
17. Dr. T.P. Sahari
Lecturer
S.I.S.E.
Jabalpur (M.P.)
18. L.D. Kapoor
Lecturer
State Institute of Education
Gurgaon
19. Dr. (Smt.) Sushma Merh
Coordinator
Population Education Project
National Institute of Educational Planning and Administration
New Delhi

(ii) NCERT CONSULTANTS

Languages

English

1. Km. S.K. Ram
Reader
Deptt. of Education in Social Sciences and Humanities
NCERT
New Delhi
2. Smt. Mamta Agarwal
Lecturer
Deptt. of Measurement and Evaluation
NCERT
New Delhi
3. Smt. Nirmala Vaidyanathan
Deptt. of Education in Social Sciences and Humanities
NCERT
New Delhi
4. Km. Shiela Subramanian
Deptt. of Education in Social Sciences and Humanities
NCERT
New Delhi
5. Ragunath
Lecturer
Deptt. of Education in Social Sciences and Humanities
NCERT
New Delhi

Hindi

1. Prof. K.G. Rastogi
Non-Formal Education
NCERT
New Delhi
2. Dr. N.K. Singh
Reader
Deptt. of Social Sciences and Humanities
NCERT
New Delhi
3. Dr. (Smt.) V.S. Anand
Reader
Primary Curriculum Development Cell
NCERT
New Delhi
4. Dr. B. L. Bachhotia
Lecturer
Department of Social Sciences and Humanities
NCERT
New Delhi
5. Shashi Kumar Sharma
Lecturer
Department of Social Sciences and Humanities
NCERT
New Delhi

6. Smt. Sanyukta Luthra
Lecturer
Department of Social Sciences and Humanities
NCERT
New Delhi
7. Dr. R.J.R. Sharma
Lecturer
Department of Social Sciences and Humanities
NCERT
New Delhi
8. Dr. Ramjanam Sharma
Lecturer
D.E.S.S.H.
NCERT
New Delhi

Sanskrit

1. Dr. K.K. Mishra
Reader
Deptt. of Social Sciences and Humanities
NCERT
New Delhi
2. Dr. M.G. Chaturvedi
Reader
Centre for Educational Technology
NCERT
New Delhi
3. B.V. Mohale
Lecturer
Deptt. of Social Sciences and Humanities
NCERT
New Delhi
4. Smt. Urmila Khungar
Deptt. of Social Sciences and Humanities
NCERT
New Delhi

Urdu

1. Shri Mujataba Husain
Editor (Urdu)
Publication Department
NCERT
New Delhi
2. Km. Naheed Jamal
Publication Department
NCERT
New Delhi
3. Dalilul Rehman Usmani
Publication Department
NCERT
New Delhi

ial Sciences

1. Prof. B.S. Parakh
Head
D.E.S.S. H
NCERT
New Delhi
2. K.L. Joshi
Reader
D.E.S.S. H
NCERT
New Delhi
3. Km. Kamala Seshan
Lecturer
Evaluation and Measurement Unit
NCERT
New Delhi
4. D.P. Gupta
Research Associate
D.E.S.S. H.
NCERT
New Delhi
5. Akhtar Hussain
Lecturer
C.E.T.
NCERT
New Delhi
6. Dr. G.L. Adhya
Reader
D.E.S.S. H.
NCERT
New Delhi
7. Arjun Dev
Reader
D.E.S.S. H.
NCERT
New Delhi
8. S.H. Khan
Reader, P.C.D.C.
NCERT
New Delhi
9. Smt. Indira Arjun Dev
Lecturer
D.E.S.S. H
NCERT
New Delhi
10. Dr. D.S. Muley
Reader
D.E.S.S. H
NCERT
New Delhi
11. A.C. Sharma
Lecturer
D.E.S.S.H.
NCERT
New Delhi
12. Smt. Supta Das
Research Associate
D.E.S.S. H.
NCERT
New Delhi

13. Ramesh Chandra
Reader
Deptt. of Education in
Social Sciences and Humanities
NCERT
New Delhi
14. Smt. Janak Duggal
Lecturer
Women Education Unit
NCERT
New Delhi
15. Dr. (Smt.) Sushma Merh
C.S.I.R. Scientist (Pool)
Population Education Unit
NCERT
New Delhi
16. K.S. Chacko
Research Associate
Population Education Unit
NCERT
New Delhi
17. Dr. Sarojini Bisaria
Head
Women Education Unit
NCERT
New Delhi
18. B. Rangarajan
Junior Research Fellow
NCERT
New Delhi
19. Dinesh Sharma
Junior Research Fellow
NCERT
New Delhi
20. Km. Prabha Puri
Lecturer
Women Education Unit
NCERT
New Delhi
21. Dr. S.K. Saini
Lecturer
D.E.S.S. H
NCERT
New Delhi

Mathematics

1. Dr. Surja Kumari
Lecturer in Mathematics
Women Education Unit
NCERT
New Delhi
2. Dr. A.R. Sahu
Lecturer in Mathematics
D.E.S.M.
NCERT
New Delhi
3. Mahendra Shankar
DESM, NCERT
New Delhi

4. B. Rangarajan
Junior Research Fellow
NCERT
New Delhi

5. M.S. Bhatnagar
DESM
NCERT
New Delhi

Science

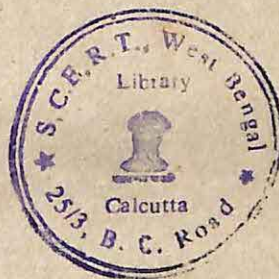
1. Dr. S. Bhattacharya
Reader
DESM
NCERT
New Delhi

2. Dr. D. Lahiry
Reader
DESM, NCERT
New Delhi

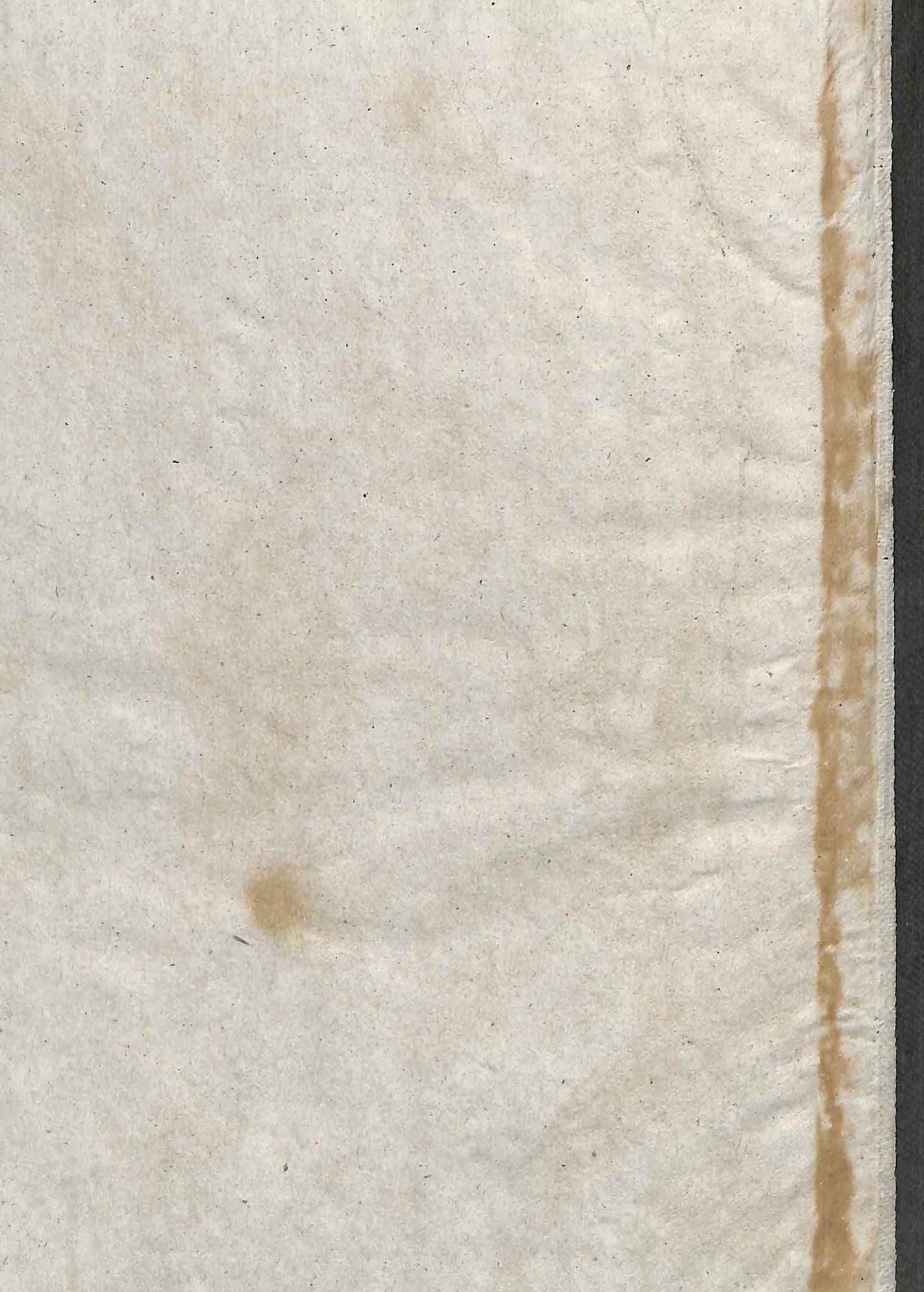
3. Dr. B. Ganguli
Reader
DESM
NCERT
New Delhi

4. K.B. Gupta
Lecturer
D.E.S.S. H.
NCERT
New Delhi

5. B.L. Pandit
Lecturer
D.E.S.S. H.
NCERT
New Delhi



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